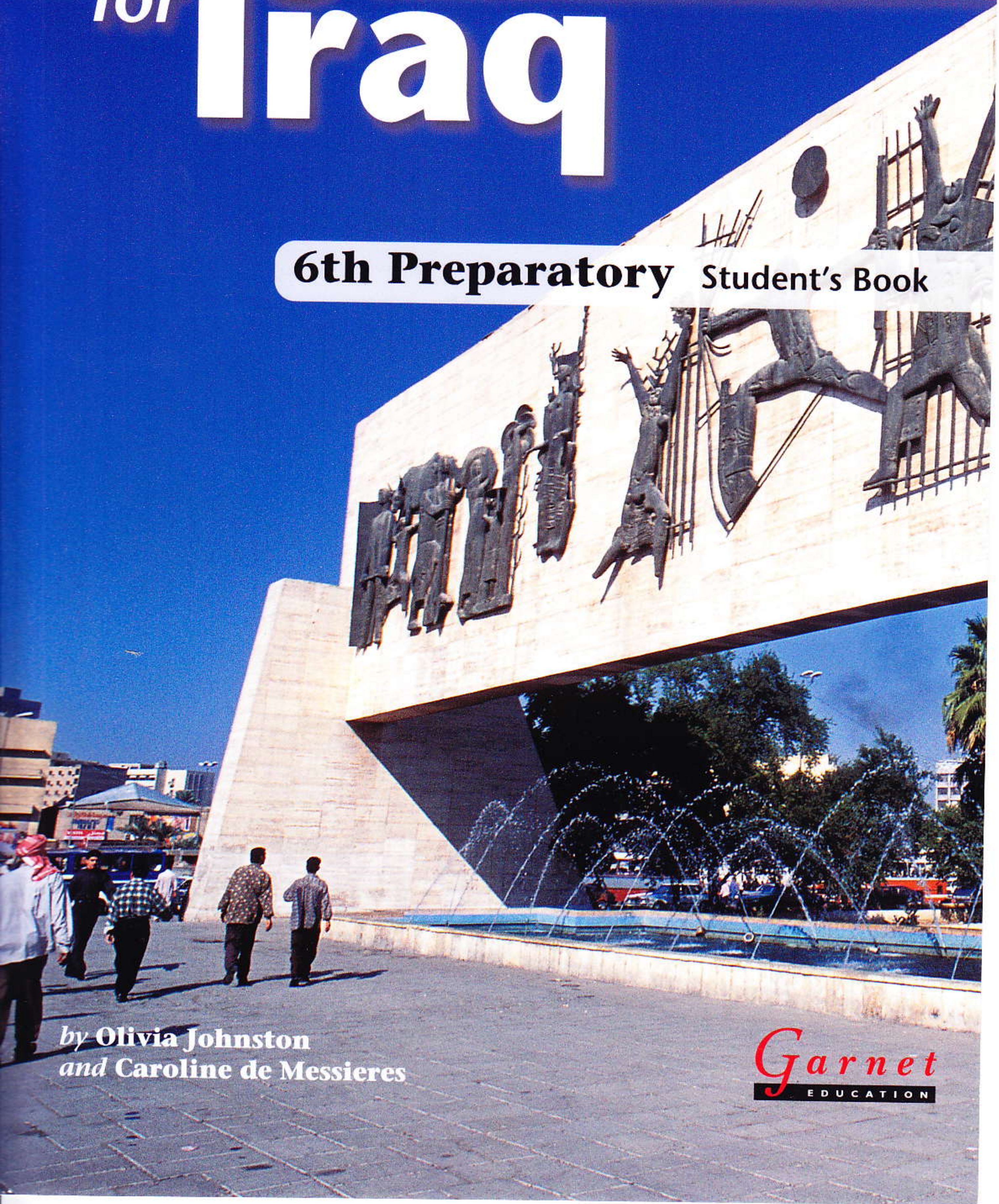
English for Iraq

6th Preparatory Student's Book



by Olivia Johnston
and Caroline de Messieres

Garnet EDUCATION

Book Map

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 1 The health service			
■ listening to check specific information ■ listening for numbers ■ listening and choosing endings for sentences ■ talking about previous and current events ■ talking about problems and solutions ■ practising dialogues and adding new words	■ identifying the best headline for an article ■ finding information within a text ■ writing summaries based on information already given ■ producing a longer piece of writing using linking words and phrases ■ writing an essay arguing 'for' and 'against' something	■ comparing past simple and past continuous ■ comparing past simple and *used to*	■ phrasal verbs ■ words to describe illness and health ■ linking words and phrases ■ adjective endings ■ prefixes meaning *not* ■ expressions of quantity
		Language learning ■ learning new vocabulary by putting words into groups ■ understanding that words with similar meanings are not always interchangeable	
UNIT 2 The police and armed forces			
■ listening to identify speakers ■ listening to check ideas ■ telling a partner ideas and reasons for them ■ reading written exercises aloud ■ suggesting improvements to a partner	■ skimming texts for specific information ■ reading to find specific information ■ reading an advert to answer questions ■ defining new words ■ rewriting sentences with different verb formats ■ writing a paragraph from notes	■ *should/shouldn't* for advice and expectation ■ expressions to make polite requests ■ saying it is necessary to do something ■ comparing *must* and *have to* ■ making suggestions and offers ■ compound nouns ■ informal passive	
		Language learning ■ understanding and using abbreviations	
UNIT 3 Vocational training			
■ listening to identify speakers ■ listening to provide answers to questions ■ listening to complete information ■ contributing to a class discussion ■ asking and answering questions ■ using information to role-play	■ reading to find information to support or oppose statements ■ detailed reading to remember information ■ writing facts from memory ■ writing in reported speech ■ writing in the second conditional ■ writing in question format	■ zero and first conditional ■ second conditional ■ third conditional ■ indirect or reported speech	■ words to express regret ■ words to describe jobs and careers ■ words used in conditional structures ■ verb prefix *dis-*
		Language learning ■ learning new vocabulary by making word webs ■ choosing the correct conditional to convey your meaning	
UNIT 4 The world of business			
■ Revision and practice of skills, grammar and lexis from Units 1 to 3			

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas
UNIT 5 Holidays			
■ listening to identify topics ■ talking about previous events ■ describing a holiday ■ asking and answering questions ■ describing a process ■ practising and extending dialogues with a partner ■ practising grammar in meaningful situations	■ skimming for gist ■ scanning a text to find specific information ■ reading for specific information ■ expressing personal reaction to a text ■ identifying a writer's attitude ■ matching beginnings and endings of sentences ■ writing a description of a holiday ■ analyzing and rewriting a well-argued text, using link words as appropriate	■ compound nouns ■ reviewing present perfect simple and continuous: with adverbs such as *ever* and *never* with *for* and *since* with *How long …?* ■ reviewing simple/continuous and present perfect tenses ■ reviewing the past perfect tense ■ reviewing relative clauses	■ words to describe holidays and travel ■ collocations ■ words which signal relative clauses ■ connecting and linking words
		Language learning ■ learning new vocabulary by putting things into groups ■ choosing the correct tense to convey your meaning	
UNIT 6 Banking and finance			
■ listening for specific information ■ listening to complete homework assignments ■ role-playing a real-life situation ■ orally summarizing short texts ■ talking about events in the past ■ group discussions about unit topics	■ reading for gist ■ reading to understand detailed information ■ reading to predict information ■ editing written work for mistakes ■ summarizing a written text ■ writing a letter of complaint	■ reviewing active and passive sentences ■ reviewing conditional tenses	■ words used in banking and finance ■ guessing meaning from context ■ formal and informal expressions
		Language learning ■ reviewing and practising the passive ■ extending knowledge of vocabulary	
UNIT 7 Further education			
■ listening for specific information ■ listening for detailed understanding ■ listening to a partner's spoken work to identify ideas ■ listening for specific information ■ talking about favourite things ■ speaking in front of a group ■ discussing ideas with a partner	■ matching words with definitions ■ scanning a text to find specific information ■ reading for detailed understanding ■ reading to identify main ideas ■ writing to express opinion ■ writing a dialogue ■ writing an essay describing advantages and disadvantages	■ reviewing future tenses ■ future in the past	■ words used in education ■ learning about word families ■ linking words and phrases
		Language learning ■ understanding making inferences ■ practising persuasive language	
UNIT 8 The environment and recycling			
■ Revision and practice of skills, grammar and lexis from Units 5 to 7			

UNIT 1

- My toe is bleeding
- I was ice-skating and I fell over
- He was floating when he felt something push him
- Most smokers take it up as teenagers
- Take some exercise every day
- Teachers used to be stricter
- Let's start with diet
- I'll always be proud of him

My toe is bleeding

- Look at the pictures. What minor health problem do you think each person is suffering from?
- Match what each person is saying to the correct picture.

1 My shoulder hurts. I did it playing tennis.

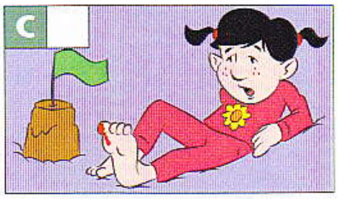
2 I burnt my finger on the oven.

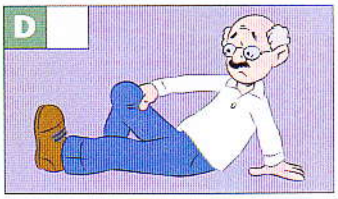
3 I've got a broken leg. I fractured it in a motorbike accident.

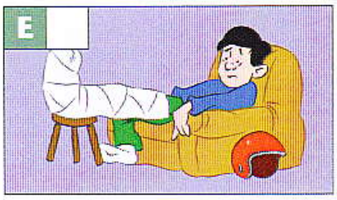
4 I feel dizzy. I need to lie down.

A 

B 

C 

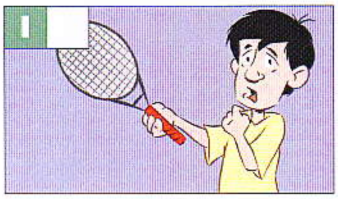
D 

E 

F 

G 

H 

I 

J 

5 I've got a pain in my knee. It's really swollen.

6 I've got a terrible headache. Can I have some painkillers?

7 I've got a sore throat. It hurts so much that I can't swallow.

8 I have a temperature of 39.

9 I have a very bad cold. I can't stop sneezing.

10 I need this bucket because I think I'm going to be sick.

11 I've got a bad wrist. I sprained it lifting weights in the gym.

12 I twisted my ankle playing football.

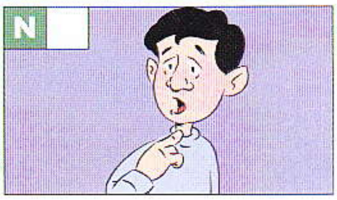
13 My toe is bleeding. I cut it on a piece of glass on the beach.

14 My lips are really dry and sore.

K 

L 

M 

N 

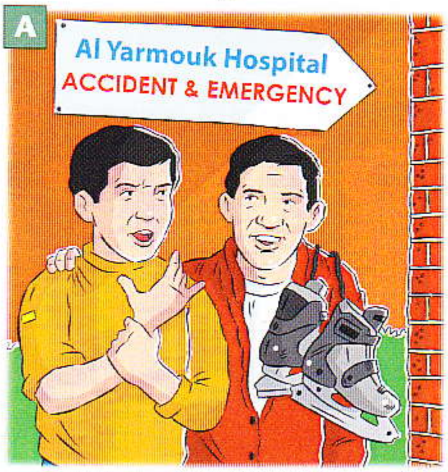
- Now do Exercises A to D in the Activity Book.

I was ice-skating and I fell over

UNIT
1
Lesson 2
AB 4–6

- Discuss with a partner what is happening in each picture. Then read the text and guess the missing words.

A



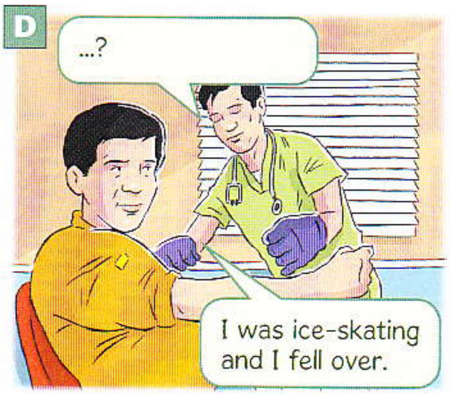
B



C



D



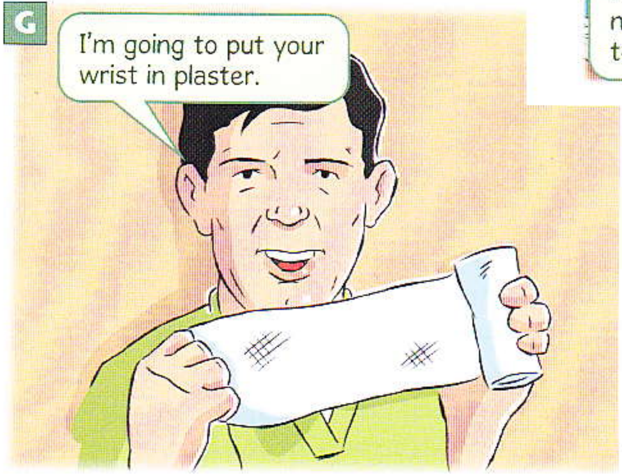
E



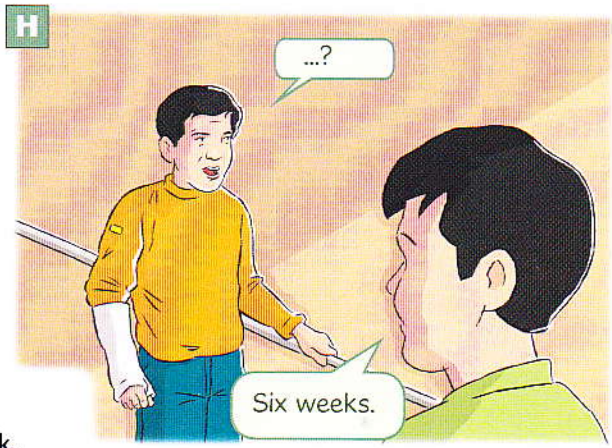
F



G



H



- ② Listen and check.
- Now do Exercises A to C in the Activity Book.

UNIT 1
Lesson 3
AB 6–9

He was floating when he felt something push him

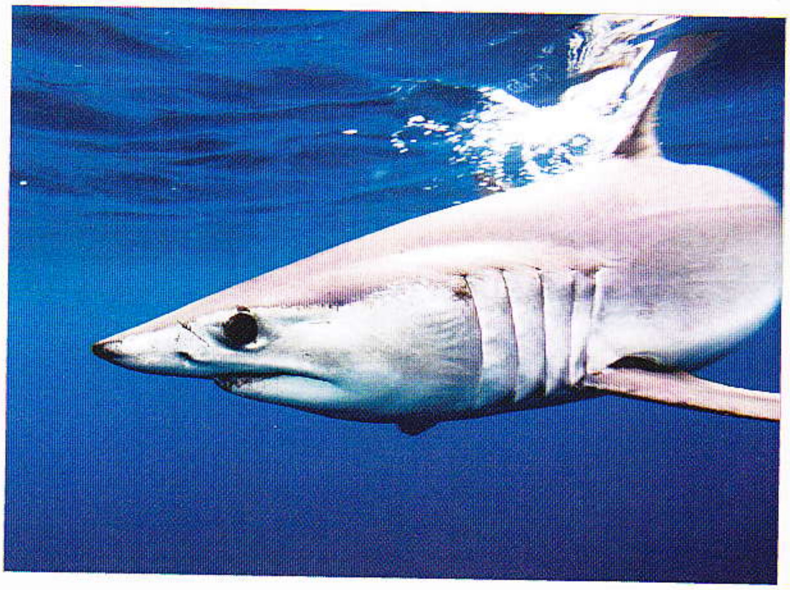
- Read the article and choose the best headline.

A AIRBEDS CAN BE DANGEROUS!

B WATCH OUT FOR RED SEA SHARKS!

C DOLPHINS SAVED HIM FROM A SHARK!

D FIRST AID ON THE BEACH!



It was a calm morning in the beautiful seaside town of Sharm El Sheikh, Egypt. Twenty-year-old Zaid Tariq, a tourist from Iraq, was floating peacefully 150 metres from the shore when he felt something push him. 'I didn't know what it was,' he told reporters. 'I thought perhaps my airbed had hit a piece of wood. Then it pushed even harder and I fell into the water. That's when I saw it was a shark.'

He was trying to swim away when the shark bit his arm. Tariq, who was losing a lot of blood and thought he was about to die, screamed as loud as he could.

'I was praying to God to save me,' he said, 'when some dolphins swam up and frightened the shark away. There were at least six of them and they made a circle around me. The shark couldn't get near me.'

Coastguard Jameel Elalawi heard Tariq's screams and rescued him by boat. While he was giving Tariq first aid on the boat, his partner, Ahmed Al Misri, called the emergency services.

An ambulance was waiting for Tariq on the shore and he was immediately taken to the hospital at Sharm El Sheikh.

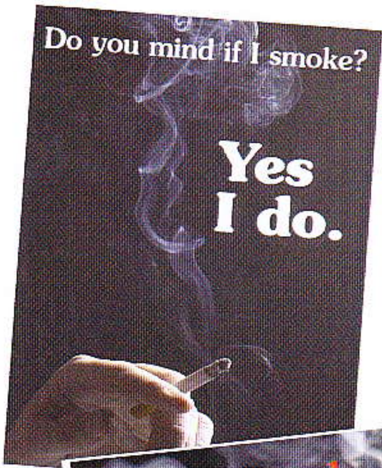
'It was the most frightening day of my life,' Tariq told reporters from his hospital bed. 'That shark wanted to have me for breakfast but the dolphins saved me, thank God.'

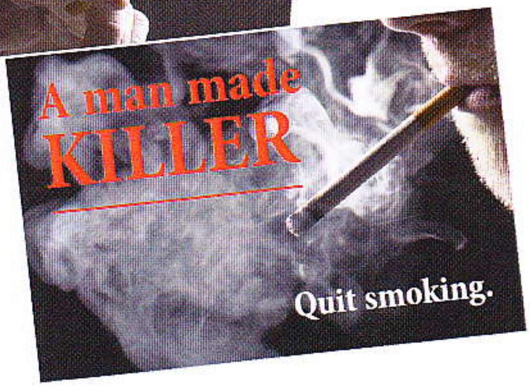
- Now do Exercises A to E in the Activity Book.

Most smokers take it up as teenagers

- **Read the texts below and choose the correct figures to complete each one. ③ Then listen and check your answers.**

7   15   18   24   £41   80%   300





- Every year, around 114,000 smokers in the United Kingdom die from their habit. That's about ① ______ people every day.
- Smoking in Britain is highest in the 20–② ______ age group.
- It is illegal to sell cigarettes to children under the age of 16. Yet 20% of Britain's ③ ______ -year-olds are regular smokers.
- More than ④ ______ of smokers take up the habit when they are teenagers.
- People who smoke a packet of cigarettes a day die on average ⑤ ______ years earlier than people who have never smoked.
- Every day in the United Kingdom, approximately 450 young people under the age of ⑥ ______ start smoking.
- The British Government currently spends around £30 million a year on anti-smoking education campaigns. A further ⑦ ______ million is spent on measures to help people give up smoking.
- More people in Britain die from smoking than from road accidents, poisoning and AIDS.

- **Now do Exercise A in the Activity Book.**
- **Study the language box then find another example of a phrasal verb in the texts above.**

Phrasal verbs

- Phrasal verbs are formed when a preposition (e.g., *up/down/off*) is added to a verb and creates a new verb. Sometimes the new verb has a similar meaning, but sometimes it is very different.
- I'll *pick you up* at half past seven. (= fairly similar to the verb *pick*)
- He *gave up smoking* when he got ill. (= very different meaning from the verb *give*)

- **Now do Exercise B in the Activity Book.**

Take some exercise every day

- Complete the health tips with the phrases in the box.

Be safe when you travel · Don't drink too much coffee · Don't smoke · Drink plenty of water · Eat a balanced diet · Get enough sleep · Look after your eyes · Never miss breakfast · See the dentist for regular checkups · Take some exercise every day

TOP TIPS ... FOR KEEPING HEALTHY

1 ________________. An average of eight hours a night is about right.

2 ________________. Make sure you eat plenty of fresh fruit and vegetables. Avoid excessive amounts of salt, sugar and animal fat.

3 ________________. It's the most important meal of the day.

4 ________________. Ideally, do sport three times a week for an hour. If you hate sport, go for a 20-minute walk every day.

5 ________________ - at least a litre and a half every day. Tea, coffee and soft drinks are NOT water.

6 ________________. And brush your teeth three times a day.

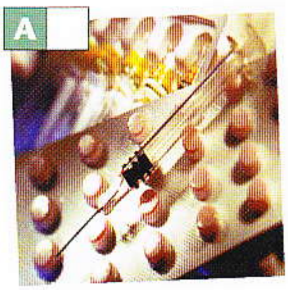
7 ________________. Tea is better for your heart and can even lower your blood pressure.

8 ________________. If you do, ask a doctor for help with giving it up.

9 ________________. Get them tested once a year.

10 ________________. Make sure you are up to date with vaccinations and take malaria medication if necessary.

- Match four of the health tips with the pictures.

A


B


C


D


- Now do Exercises A to F in the Activity Book.

Teachers used to be stricter

UNIT 1
Lesson 6
AB 14/15

- **Look at the photos and read the captions. Where and when do you think the photos were taken?**


People used to travel by donkey cart.


Girls didn't use to go to school.


Farmers didn't use to have tractors.

- **Which opinions are true for Iraq? Write A (agree) or D (disagree) in the boxes. Then discuss your views with your partner.**



I agree. Families definitely used to be bigger.

That's right. My mother has eight brothers and sisters.

And my grandfather had ten.

But I've only got two brothers and one sister.



1 Families used to be bigger. ☐
2 Young people used to have less freedom. ☐
3 The health service used to be better. ☐
4 There used to be more poverty. ☐
5 People used to die younger. ☐
6 People used to get a better education. ☐
7 There didn't use to be so much pollution in cities. ☐
8 Children didn't use to be so rude. ☐

- **Talk about how life has changed in the past 100 years. Make sentences with *used to/didn't use to*. Use these ideas:** children, cities, villages, entertainment, medicine, houses, schools, men, women, young people.

- **Now do Exercises A and B in the Activity Book.**

used to Grammar and Functions Reference p.79

- ***used to* + verb is for things which were true in the past but are not true now.** Films used to be black and white. Now they are usually in colour.
- **The negative is *didn't use to*.** People didn't use to have computers and mobile phones, but now everyone has them.

UNIT 1
Lesson 7
AB 16

Let's start with diet

- **Read the article and choose the correct linking phrase for each gap.**

As a result of this | Finally, let's talk about | Furthermore | In my opinion | In the past | ~~Let's start with~~ | Next, we need to look at | Now | The main reason is | Yet

People should take responsibility for their own health

by Dr Samir Ramzi

Every year, the government spends millions of pounds in health care on people who have brought their illnesses on themselves through bad diet, lack of exercise or smoking.

① Let's start with diet. In Britain, the number of diabetics goes up every year. ② ________ that people are eating food that contains too much fat, sugar and salt. ③ ________ unhealthy diet, 60 per cent of British people are overweight and therefore at risk of becoming diabetic.

④ ________ exercise. ⑤ ________, people used to walk more, or use a bicycle to get around. ⑥ ________ everyone gets in their car instead of walking, even if the distance is just a kilometre or two. ⑦ ________, children spend hours playing TV and computer games instead of running about outside. ⑧ ________ we all know that regular exercise helps us to control our weight and keep our heart healthy.

⑨ ________ smoking. There's almost nothing that's worse for your health than this habit. Smoking damages the lungs and heart, and smokers generally need more medical attention than non-smokers.

⑩ ________, the government should not give free health care to people who don't take care of themselves. People who lead unhealthy lives should pay for their own health care. And if they bring up their children in an unhealthy way, they should pay for their children's health care too.

- **Study these useful linking phrases.**

Useful linking phrases and functions

- **Giving opinions:** In my opinion, … / I feel that … / Personally, I think … / Generally speaking, …
- **Listing points:** Firstly, … / Let's start with … / In the first place, … / Secondly, … Next, … / In addition, … / Furthermore, … / On top of that, … / Thirdly, … Finally, … / Lastly, … / Last but not least, …
- **Talking about causes:** One reason is that … / Because of … / This is caused by …
- **Talking about results:** As a result, … / Consequently, … / Therefore, …

- **Now do Exercises A and B in the Activity Book.**

Lessons 8 and 9 ✎ AB 17–23

I'll always be proud of him

UNIT 1
Lesson 10
AB 24/25

- **Read the article and choose the best title.**

  a) DIABETES, A DEADLY DISEASE

  b) MODERN MEDICINE

  c) SAVED BY HER 4-YEAR-OLD SON

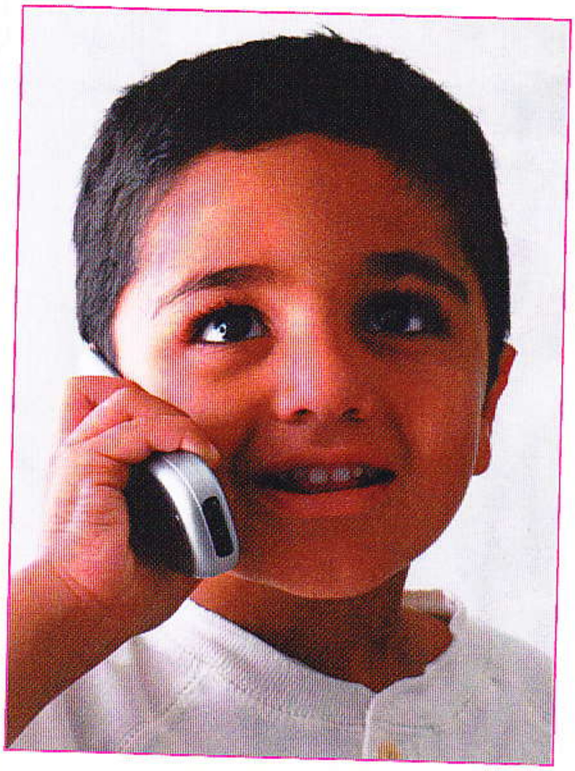
  d) HOW TELEPHONES SAVE LIVES

When four-year-old Mustafa Ahmad woke up, he got straight out of bed and went to look for his mother. He was a little puzzled because she normally came into his room first thing in the morning, woke him up and helped him to get dressed. He had no idea why she wasn't there that sunny morning in April.

He went to look for her in the kitchen first. There was no sign of her there. And the bathroom was empty, too. Then he opened her bedroom door and saw that she was still asleep. He tried to wake her up by shaking her and calling, but to no avail. For some reason, he couldn't wake her up.

Latifa, Mustafa's mother, suffers from diabetes. This means she has to control her blood sugar with injections of insulin. But sometimes, the levels of sugar in her blood drop too low, and then she can lose consciousness. That is what had happened. During the night, Latifa's blood sugar had dropped very low and she had lost consciousness. Without help, she could have died in a few hours.

Mustafa's father was away on a business trip, so Mustafa was the only one who could help her. Mustafa knew that when his mother needed sugar quickly, she usually drank something sweet. So he went back to the kitchen and took a can of cola out of the fridge. He brought it back to his unconscious mother and tried to make her drink it. He couldn't, of course, so after spilling quite a lot of the cola on the bed, he decided on another plan – to call the emergency services. Luckily, his grandmother had taught him how to do that just the previous week.



'I can't remember a thing about all this,' Latifa says, 'but Mustafa called the emergency services all on his own.'

Emergency operator Safia Khoury took the call. 'The little boy was very calm. He just said, "My mummy is sick. She needs a doctor." I asked him for his address, and he told me.'

An ambulance arrived at the house fifteen minutes later. Mustafa had to stand on a chair to open the front door for the paramedics. They rushed upstairs, found Latifa unconscious and spotted her insulin user's identity card. They knew at once that she was diabetic, and gave her an injection to raise her blood sugar level. Latifa regained consciousness very quickly. 'I'll always be proud of Mustafa,' Latifa says. 'He was calm and intelligent when he needed to be. And that's how he saved my life.'

- **Now do Exercises A to D in the Activity Book.**

UNIT 2

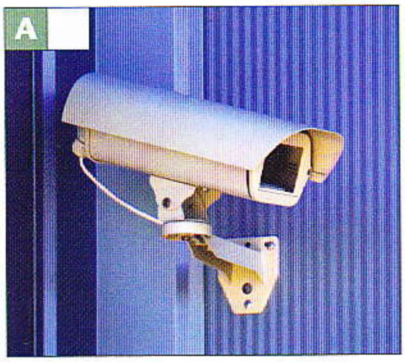
- Law and order
- A police officer's duties
- Airport security
- Applying for a job
- Military jobs
- A robbery
- A safety brochure
- Security technology

UNIT
2
Lesson 1
AB 26/27

Law and order

- **Match the words and the pictures.**

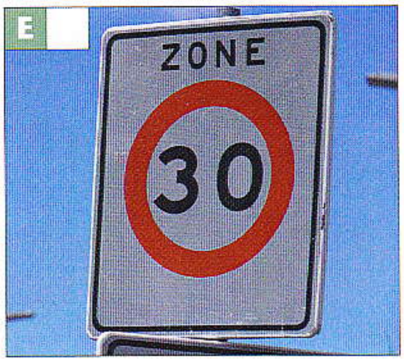
1) footprint
2) fingerprint
3) radar speed gun
4) metal detector
5) x-ray machine
6) security camera
7) crime scene
8) speed limit
9) security guard



















- ④ **Now listen to two people talking. Which speaker is:**

a) a police officer?

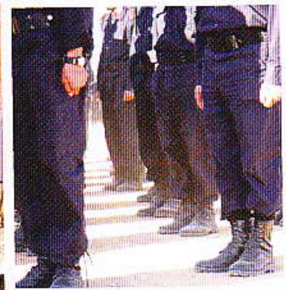
b) a driver?

- **Now do Exercises A and B in the Activity Book.**

A police officer's duties

- What does a police officer do? With a partner, list as many activities as you can think of in two minutes.
- A police officer has given a talk to a school class about his job. As part of the talk, he gave out an information pack to the students. Read the extracts from the information pack below. What activities does he mention? How many are the same as your ideas?









1 **People have to follow the law** so that we can all live together safely. There are a lot of different laws, so police officers have a lot of different duties. Some officers direct traffic to make sure that drivers can use the roads easily and without having accidents. They also use radar speed guns to identify people who are driving too fast. This is very important. **Drivers mustn't speed** because speeding is one of the leading causes of death on the road. Police officers also check that drivers and passengers are wearing their seat belts. Some people get angry because they don't like to wear them, but seat belts can prevent serious injuries if you have an accident. So remember, when you get into a car, **you must wear your seat belt**!

2 Of course, police officers also investigate crimes like robberies. When there has been a crime, police officers are sent to the place where it happened. **They need to look for evidence**, like fingerprints and footprints, which can be used to identify and arrest the criminal. Of course, **they don't have to recognize** the fingerprints themselves! There are fingerprint experts who do that. Police officers also have to ask a lot of questions. They interview witnesses who they think might have information about the crime. Witnesses can help the police by telling them what a criminal looks like or what time a crime was committed.

3 Police officers try to prevent crimes as well as solve crimes. They often watch places where they think crimes are likely to happen. For example, crowded areas attract pickpockets who try to steal people's wallets. Shops that sell expensive items also attract thieves. But police officers also help people with everyday problems. For example, if you're lost, **you needn't worry**, you can just ask a police officer for directions!

- Now do Exercises A to D in the Activity Book.

UNIT 2
Lesson 3
AB 29/30

Airport security

- Look at the pictures. Which places do you go to before boarding a plane? Which do you go to after getting off? What happens in each place?

- 🎧 ⑥ Listen and check your ideas.











- Look at the sentences from the dialogues. Which ones are used to:
  - make a polite request?
  - make a suggestion?
  - give advice?
  - make an offer?

Would you put your bag on the conveyor belt, please?

Could you empty your pockets, please?

Shall we get some magazines before boarding?

Let's get some drinks too.

I'll stay here with the bags if you want.

Can you get me an orange soda?

You should always have your baggage with you.

Applying for a job

- Look at the job advert below. Where can you find adverts like this one? Now read the advert more carefully and do Exercises A–D in your Activity Book.

SAFETASK SECURITY

is looking for friendly, reliable

Security Guards

for malls, factories and office bldgs.

We are the world's best security co. You must:

- be 18 yrs. or older
- be fit
- spk. Engl. and Arab.
- be avail. at w-e.
- be comp. literate
- have a driving lic.

No exp. necessary. Hours 6 a.m.–3 p.m. You will work with a partner and have freq. contact with the public.

If interested, please phone Mr Hazem on 454-7986 for an appt.





should/shouldn't for expectation Grammar and Functions Reference p.80

- **Look at the sentences from the conversation and answer the question.**

Samir: That's fine. I enjoy talking to people.

Mr Hazem: Then you should enjoy the job.

Mr Hazem: Good, I'll send you the directions by e-mail. They're very clear. You shouldn't have any trouble finding us.

When Mr Hazem says *Then you should enjoy the job,* does he mean:

a) It's a good idea to enjoy the job?

b) I think you will enjoy the job?

- **Use *should* and *shouldn't* to say what you expect will or won't happen.**

- Now do Exercise E in the Activity Book.

UNIT 2
Lesson 5
AB 33/34

Military jobs

- Look at the pictures. Which of the jobs looks the most interesting? Which do you think you can do in the military?

Have you ever thought about joining the military?

There are many different military jobs, so you should be able to find one that's right for you. The military has three **branches**: the Land Force, the Navy and the Air Force. If you choose the Land Force, you can help protect the country from the ground. In the Navy you can work on or with the ships that protect our waters. If you like aircraft, you can **join** the Air Force and work with airplanes and helicopters. You must be 18 years old to join.

Not all jobs in the military involve fighting. For example, there are many interesting jobs for people with a technical background. If you are interested in computers, you can become a computer specialist. The military needs computers to keep and organize information about many things, such as the weather and temperature. And it needs people who know computers to **install** and **maintain** the software and hardware.

There are also non-technical jobs in the military. Drivers are usually needed to transport food and equipment from one place to another. You might have to use a radio, but you needn't be very technical. But you do have to be in good physical condition. Driving a military vehicle is not like driving your car on the road! You must be able to drive off the road and in bad weather conditions.

Most people want a chance to get a better job if they are good at what they do. In the military, you can take a test to become an **officer**. Officers have more responsibility and more difficult jobs, but many people think those jobs are also more interesting. Officers can do many different jobs, too: they can pilot airplanes, **supervise** computer technicians, or even be doctors at the army base.

You don't have to have a lot of experience when you join the military. When you start, you spend a lot of time learning new things in a classroom. Then you get a lot of practice using your new skills. The things you learn are not only useful while you are in the military, but can be useful outside, too. This means that when you leave the military, your training can help you find a **civilian** job.






- Now do Exercises A to D in the Activity Book.

A robbery

UNIT 2
Lesson 6
AB 35/36

- **Skim the two texts. Are they about the same or different events?**

A robbery occurred last night at 11.00 at 305 Park Drive. The owners of the house, Mr and Mrs Smith, were at home and asleep at the time of the robbery. Money, jewellery and a computer were stolen, but no one was injured.

At 11.15, police were alerted by Mr Smith, who says his daughter, Sue, woke him up after hearing a loud noise. When he went downstairs to investigate, he found a broken vase on the floor. He then realized his computer was missing, and immediately called the police.

The police believe the robber may have got in the house through a window. A witness told the police she had seen a tall man in a dark blue jacket run out of the house and drive away in a red car. The police haven't arrested anyone for the crime yet. None of the missing property has been found.

This was the fifth robbery in town this year, and police think the same man may be responsible. They are reminding homeowners to lock their doors at night and keep ground floor windows closed.



From: Sue
To: Ann
Subject: You won't believe what happened

Dear Ann,
You won't believe what happened last night. I was sound asleep, when all of a sudden I heard a loud crash. Of course I was terrified. I knew my parents were asleep (it was around 11.00), but I thought I heard somebody downstairs. I didn't know what to do, so I ran to wake my parents. My father made me go back to my room, then he went downstairs to find out what had happened. He found a big mess. There were papers and a broken vase on the living room floor. We had been robbed! My father called the police. Luckily the burglar had already left, and no one got hurt.

I'm not scared anymore, but I feel really angry. My father had his computer stolen and my Science report was on the hard disk! Now I have to write it all over again. And the jewellery my father gave my mother for her birthday was stolen, too. She's really upset.

The police told us they think the robber came in through the window. My father is getting the lock replaced today. The police were very nice, but they don't think we'll get our things back. Well, I'll tell you more about it at school tomorrow.

See you soon,
Sue

- **Now do Exercises A to D in the Activity Book.**

UNIT 2
Lesson 7
AB 37–39

A safety brochure

- **Skim the paragraphs from a safety brochure published for the public by the Police Department. What is its purpose?**
  - a) to give information about different types of crime
  - b) to persuade people to take security measures in their home
  - c) to sell burglar alarms

EVERYONE SHOULD THINK ABOUT HOME SAFETY



Why should you think about home safety? Every year, hundreds of people have their homes robbed. Thieves take money, jewellery, computers and even television sets. Then they sell them again, often to people who don't realize they are buying stolen property. Many people have insurance that pays for things that get stolen. But some things can't be replaced. For example, jewellery can have sentimental value. And if you get your computer stolen, you could lose hours of work on your hard disk.

Basic measures:
windows, doors and locks

What are the most important things for home safety? Good windows, doors and locks are extremely important. Many thieves come in through open windows. Make sure your windows have good locks and lock them when you go out. Burglars can hide behind trees and bushes, so don't plant any near your windows. Get good locks for your doors, too. Some are unbelievably easy to open without a key for an experienced burglar. They can open your door with a bank card or a paperclip! But a good lock is almost impossible to unlock without the key.

A good door is also essential. Make sure your door is solid. Have your house examined by an expert, who can tell you if you need to make your house more secure.

- **Now do Exercises A to E in the Activity Book.**

Lessons 8 and 9 AB 39–46

Security technology

- Find:
  - a) one number.
  - b) at least five useful linking phrases.
  - c) three vehicles.
  - d) a word that means 'rain, snow, sunny or cloudy'.

RADAR



Radar was invented during World War II to detect enemy aircraft and ships. After that, it was used for many other things, including weather prediction. Police officers started using radar speed guns to catch speeders over 50 years ago. Although new technology is being developed today, radar speed guns are still one of the most common tools in law enforcement.

A radar speed gun works by sending radio waves towards a car. When the waves hit the car, they bounce back towards the radar gun. If the car isn't moving, the radio waves are the same as when they were sent. If the car is moving, however, the space between the radio waves changes. The radar gun uses this information to calculate the speed of the car. Radar guns work when the car is moving towards or away from them. So you can't avoid a ticket by speeding away!

There are different types of radar guns. Some are hand-held and are shaped a bit like guns. They can be used by police officers who are waiting for speeders by the side of the road. Police officers can also use them from moving vehicles. In that case, the radar gun takes into account the speed of the police vehicle. Some radar guns can take a picture of a car's license plate as well as measure its speed. With this type of radar gun, police don't have to stop the speeding car. They use the information on the license plate to identify the owner of the car. They then send him or her a speeding ticket.



Some drivers try to avoid radar guns so that they won't get tickets. They use radar detectors that detect if a radar gun is being used nearby. These machines make a beeping sound when they detect a radar gun, and the driver slows down. However, some police officers don't turn on their radar guns until they see a car that they think is speeding. If that happens, the radar gun measures the driver's speed before the driver even knows the radar gun is there. Another problem is that, in some places, radar detectors are illegal and you can get a fine for having one.

Some people claim radar guns can make mistakes and that drivers get tickets when they shouldn't. However, there aren't many mistakes if the radar guns are used correctly and police officers are trained to use them properly. There are also rules about radar gun maintenance. If the radar guns are checked and fixed regularly, they are an essential tool in helping keep our roads safe.

- **Now do Exercises A to D in your Activity Book.**

UNIT 3

- I'd like to work in the tourist industry
- If you come round tomorrow, I'll help you
- If you could choose any job ...
- She asked when she had decided
- I wish I'd brought my sunglasses
- If I'd been fitter
- Learn English in the UK
- Focus on careers – conference interpreter

UNIT 3
Lesson 1
AB 49/50

I'd like to work in the tourist industry

- Match the careers to the pictures. Write the correct number in each box.

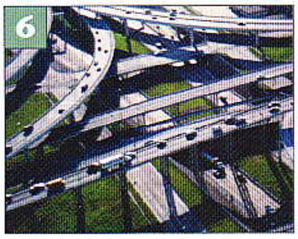
























a) [3] architecture
b) [ ] the aviation industry
c) [ ] engineering
d) [ ] the environment
e) [ ] fine art
f) [ ] information technology
g) [ ] the media
h) [ ] medicine
i) [ ] the oil industry
j) [ ] scientific research
k) [ ] teaching
l) [ ] the tourist industry

- (8) Listen and match each speaker to a career from the list above. Write the correct letter next to each name.

Zaid [ ]

Nada [ ]

Ousama [ ]

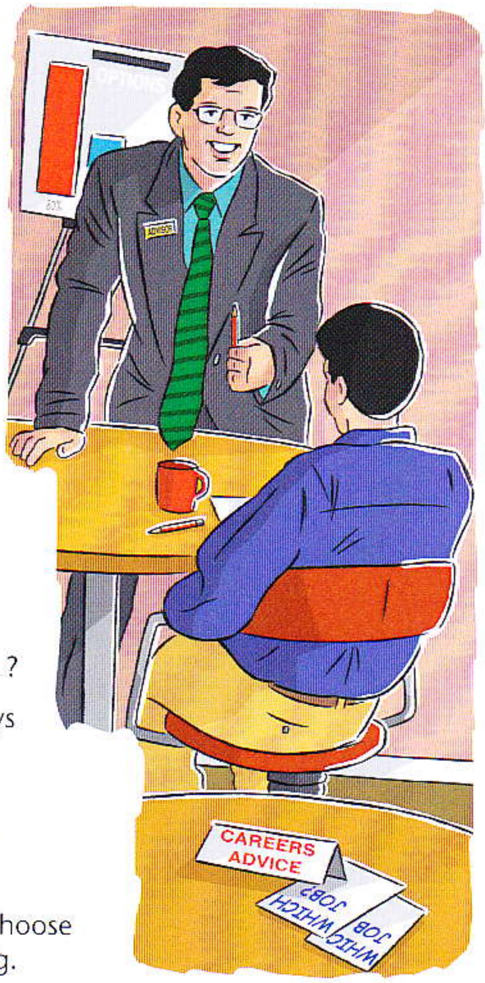
Faten [ ]


- Now do Exercises A to C in the Activity Book.

If you come round tomorrow, I'll help you

- **Ramiz is having an interview with a careers advisor at school. Complete the conversation with the correct words from the box.**

career	conserving	environment	involve
qualifications	science	university	



Advisor: What would you like to do when you finish studying?

Ramiz: I'm not sure yet. But I'm very interested in ecology and the ① ________.

Advisor: If you're good at ② ________ and geography, there are lots of jobs to choose from.

Ramiz: I love them both. They're my favourite subjects.

Advisor: Well, how about a ③ ________ in water technology? That's really important in this country.

Ramiz: What exactly does water technology ④ ________?

Advisor: If you work in water technology, you look for ways of ⑤ ________ water and purifying it.

Ramiz: Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of ⑥ ________ do I need?

Advisor: First of all, you need to get a degree. You could choose from environmental science, geology or even engineering.

Ramiz: Which ⑦ ________ offers those courses?

Advisor: I have to check. If you come back next week, I'll have the answer.

- **⑨ Now listen and check your answers.**
- **Underline examples of conditionals in the conversation.**
- **Now do Exercises A to E in the Activity Book.**

Zero and first conditional Grammar and Functions Reference p.80

- **Zero conditional**

Plants die if you don't water them.

The verb in both clauses is in the present tense.

- **First conditional**

If you come round tomorrow, I'll help you with your application.

The verb in the *if* clause is in the present tense.

The verb in the other clause is in the future tense.

UNIT
3
Lesson 3
AB 54–56

If you could choose any job ...

- ⑩ **Listen and read, then answer the questions.**

What is Maryam going to study?

What career would she prefer to have?

Cathy: If you could have any career in the world, what would you choose?

Maryam: I'd like to be a **pilot**.

Cathy: Do you think that dream is ever going to come true?

Maryam: No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.

Cathy: What if you refused?

Maryam: Are you joking? They'd be really upset if I refused.

Cathy: But it's your dream.

Maryam: I know. But I could never be a successful **pilot**, anyway.

Cathy: What do you mean?

Maryam: If I was a **pilot**, nobody would **fly with me**.

Cathy: Why not?

Maryam: Because **I'm a bit scared of heights!**

Cathy: If I were you, I'd train as a doctor and **have flying lessons in my free time**.

Maryam: What free time? Medical students don't have any free time!

- **Now do Exercise A in the Activity Book.**

Second conditional Grammar and Functions Reference p.80

- **We use the second conditional to talk about unreal situations.**

If I *had* enough money, I *would* go to Britain to study.

If she *studied* harder, she *would* pass her exams.

If I *were* you, I*'d* apply to two or three colleges.

If clause	*main clause*
If + past tense,	*'d* / *would* / *could* / + verb stem.

- **Underline examples of the second conditional in the above conversation.**

- **Now do Exercises B to D in the Activity Book.**

She asked when she had decided

UNIT
3
Lesson 4
AB 56–58

- Read the interview, then cover your books. Write down three facts you can remember about Zaha. Take turns telling the class.

MEET ONE OF THE MOST POPULAR ARCHITECTS IN THE WORLD!

This week **Latifa Ahmed** interviews **Zaha Hadid**, London-based Iraqi architect



When did you decide to be an architect?
It has been my dream since childhood.

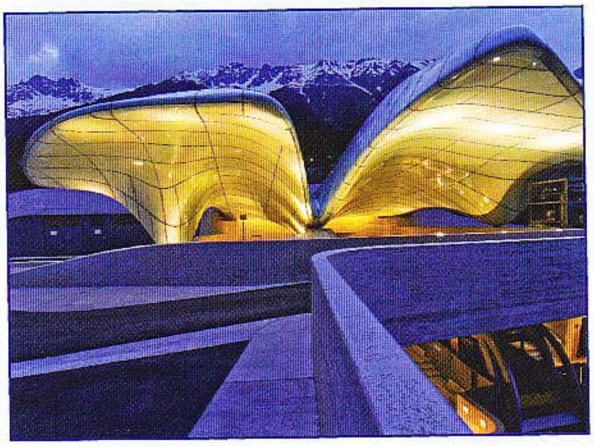
Why?
I am fascinated by the design and structure of buildings. I wanted a career that I would enjoy and that would be useful.

Can you tell me more about your background?
I was born in Baghdad and studied mathematics at the American University of Beirut. Then I moved to London and studied architecture. I opened my own practice there in 1979. I also started to teach architecture students in famous universities like Harvard.

What kind of buildings are you famous for?
I like very modern designs, so probably my most futuristic buildings.

Have your designs won any prizes?
Yes, the Pritzker Prize in 2004 – I was the first woman ever to win this – and the Stirling Prize in 2010 and 2011.

Can Iraqi women always be as successful as men in their careers?
Of course. Any Iraqi woman can succeed in her chosen career if she works hard enough.



- Write the interviewer's questions in reported speech.

She asked her when she had decided to be an architect.

- Now do Exercises A to D in the Activity Book.

UNIT 3
Lesson 5
AB 59–61

I wish I'd brought my sunglasses

- Match each sentence to a picture.

A I wish I'd brought my sunglasses with me.

B I wish I'd remembered to turn the oven off.

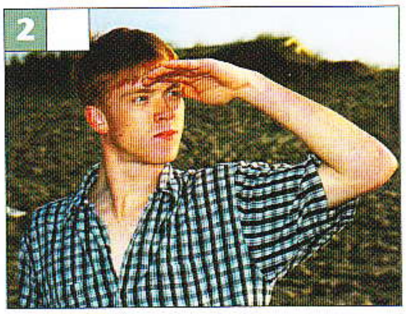
C I wish I'd listened to the weather forecast before I left.

D If only I hadn't tripped over that rock.

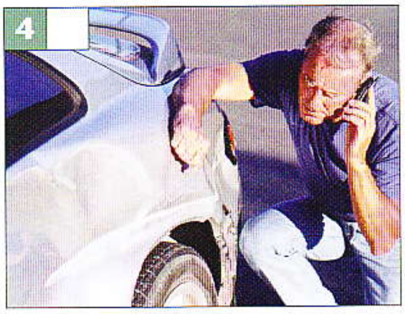
E If only he hadn't tried to overtake that car.

F If only you'd checked the oil before we left.


1


2


3


4


5


6

- Read the driving test report after Sajida failed her driving test. Then write her regrets.

I wish I'd learnt the Highway Code.



DRIVING TEST REPORT

Name: *Sajida Shreida*

1: *hadn't learnt the Highway Code*
2: *drove through a red light*
3: *did not slow down at a crossroads*
4: *parked illegally on the pavement*
5: *exceeded the speed limit*
6: *hit a tree when reversing*
7: *drove into the back of a parked car*

- Now do Exercises A to D in the Activity Book.

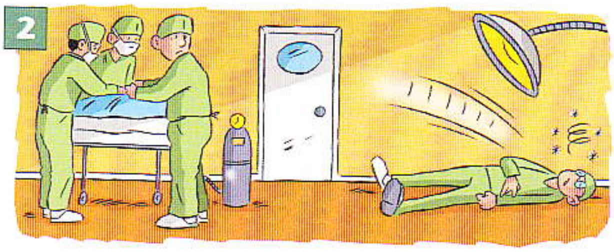
If I'd been fitter

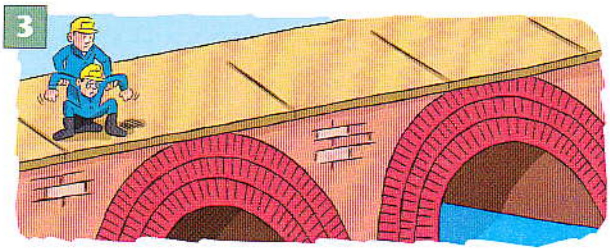
UNIT 3
Lesson 6
AB 62/63

- ⑪ Listen to a movie director talking about finding the right career. He is explaining what happened when he tried other jobs. Complete the captions under each picture.



I wanted to be a pilot, but I failed the eye test.


I started training to be a doctor, but ...


I considered studying engineering, but ...



I tried being a policeman, but ...



I wasn't a good tour guide because ...

- Now do Exercise A in the Activity Book.

Third conditional Grammar and Functions Reference p.80

- **We use the third conditional to talk about unreal situations in the past.**

  If I had passed the test, I would have become a pilot.
  (= But I didn't pass it so I didn't become one.)

- **We can also use the third conditional to express regret about the past.**

  If we had trained harder, we might have won the match.
  (= But we didn't train hard so we didn't win.)

  The verb in the *if* clause is in the past perfect tense. In the main clause, we use *would have* or *'d have, might have* or *could have* + the past participle.

- Now do Exercises B and C in the Activity Book.

Learn English in the UK

- Complete the advertisement with the correct words from the list.
⑫ Then listen and check your answers.

accommodation advice canteen courses experience experienced
hostels level locations staff suit return

Learn English in the UK at

Birchwood International College!



We have colleges in 24 different ① ________ across the country. Choose a busy city, where you can enjoy shopping, eating out and nightlife. Or opt for a village in the English countryside, where you will enjoy beautiful surroundings, lovely walks and a slower pace of life.

All our teachers are qualified and highly ② ________. Classes are small, which means that you will be sure of a high ③ ________ of individual attention. Our courses, which run throughout the year, are tailored to your needs, and our friendly ④ ________ are always on hand to offer expert ⑤ ________. Choose from ⑥ ________ of one week to 3 months' duration.

We offer a choice of accommodation to ⑦ ________ your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to ⑧ ________ family life in Britain. You will also be able to practise your English in the evenings.

In 12 of our locations, you can choose residential accommodation. We have our own students' ⑨ ________ where we can offer comfortable ⑩ ________ in single rooms. Breakfast is provided and students can buy other meals in the on-site ⑪ ________.

Download an application form from www.birchwoodcollege.org.uk and ⑫ ________ it with a recent passport photo to Birchwood International College, PO Box 222, Truro TR22 9DR.

- Now do Exercises A to C in the Activity Book.

Lessons 8 and 9 ↳ AB 66–73

Focus on careers – conference interpreter

- **Read the text and write T (true) or F (false) next to each statement.**

a) ☐ A good interpreter follows the news and is well-informed on many topics.
b) ☐ Interpreters have to have a degree before they do an interpreting diploma.
c) ☐ It is very easy to get a place on an interpreting course.
d) ☐ Interpreters must have three active languages.
e) ☐ Conference interpreters must translate each word literally.

The place is the Hilton Hotel, Abu Dhabi, and the annual Arab Oil Industry Conference is about to break for lunch. Samira Al Mahmoud, who has been interpreting from English to Arabic, removes her headphones.

Asked how she prepared for this conference, Samira says, 'I knew the topic was oil, so I read about the subject to get familiar with the technical terms. You can't use a general word like 'the ground', for example, when you actually mean 'the source rock'. In my work, it's very important to listen to the news every day and read the newspapers. That way, you have good general knowledge and know what is going on in the world. Some interpreters read three or four newspapers a day.'

Samira was born in Britain but her parents are both from Iraq. Samira grew up speaking Arabic at home but English at school. After leaving school, she did a degree in Arabic at the University of London, then a nine-month postgraduate course in conference interpreting. There was a lot of competition to get onto the course. And the course was very difficult. In fact, only 50 percent of the students who were accepted passed their final diploma exams.

Samira, like most conference interpreters, works freelance. She only works when she wants to and for the organization that she wants to work for. She often works for the UN in New York and Geneva, and the World Bank and UNESCO in Paris. She earns around £450 a day. 'The amount you get depends on who you are working for and how many of you are working. It's less stressful if there are two of us in the booth. Then we can take turns. I interpret one speech, then a colleague does the next. This morning, whenever the speaker said figures like $250,398,462 or 85,637 barrels of oil, my colleague wrote them down, so I didn't have to memorize them.'

Samira says that remaining calm under pressure is the most important quality in an interpreter. It's important to convey the sense, even if you can't think of a particular word. 'Sometimes you will be feeling bad because you know the word. It's on the tip of your tongue but it just won't come to you. But you mustn't waste time trying to remember it. If you do, you will miss the rest of the speech.'

Samira says it's also important to be able to think fast. She explained why. Most interpreters only go into one language. Samira's active language is Arabic, but very occasionally, she goes into English. Recently she was translating from Arabic to English for an Iraqi speaker on TV. Speaking in Arabic, he said, 'Akl il-inab habba habba' – words which translate literally into English as 'Grapes are eaten one by one.' But this literal translation would not have been clear to English listeners. Thinking quickly, she translated the phrase into English as 'One step at a time.'

Even if you have lived all your life in Iraq and don't come from an international family like Samira's, it is still possible to become an interpreter. Arabic is a language which is very much in demand, and if you can interpret from Arabic to English you will never be out of a job. The way to train as an interpreter is to first get a degree in English. Then do a postgraduate diploma in interpreting.

- **Now do Exercises A to C in the Activity Book.**

UNIT 4

- Rashid & Rana Designs
- Oasis Sports and Leisure
- How to be the best!
- What's your personality type?
- If only ...
- Ambitious, energetic staff wanted

UNIT
4
Lesson 1
AB 76–78

Rashid & Rana Designs

- **Complete the e-mail with the correct words.**

assistant	business	flight	compete	signed
flew	designer	produce	sales	



From: Rana
To: Badria
Subject: my new business

Dear Badria

I'm sorry I haven't been in touch recently. This year has been really busy. My brother, Rashid, and I set up our own company last September. It's called *Rashid & Rana Designs*. We produce shirts and jeans. I am the (1) ______________, and Rashid does all the marketing. Our cousin, Salima, works as Rashid's personal (2) ______________.

We invested a lot of money in the (3) ______________, so we are not yet making a profit. But (4) ______________ are very good and we are exporting a lot of clothes to the UAE, Oman, Bahrain and even the UK. Of course, it is difficult to (5) ______________ with the Chinese market. They (6) ______________ such cheap clothes in China. But our designs are very original. And they are very popular in the Gulf. So the future looks very bright, thank God.



Two months ago we went to Lebanon and Morocco to choose cloth for our spring designs. We found some beautiful silk and cotton fabrics. And last month we (7) ______________ to London to show our new shirts at London Fashion Week. We had a great time. There was a lot of interest in our designs. We (8) ______________ contracts with three London department stores. And a lot of rich and important people bought our silk shirts!

On our way back, guess who we saw at Heathrow Airport? We were waiting for our (9) ______________ back to Baghdad when our old school friend, Muna Shakir, walked past with ... You will never guess! Ghassan Ahmed! Yes! Apparently they got married two years ago. And they now have a beautiful little boy called Kamal.

Let's keep in touch. Come and stay with us whenever you like.

Lots of love
Rana



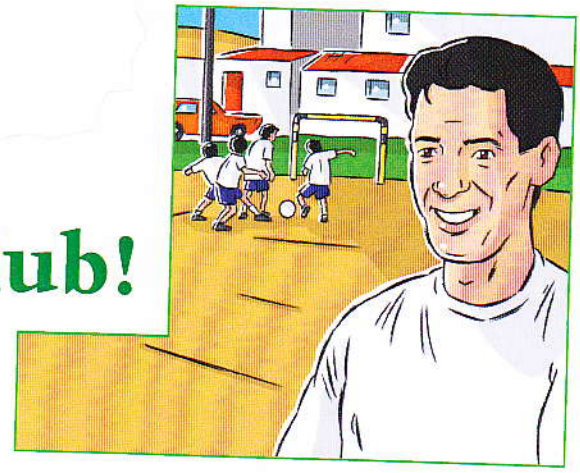
- (13) **Listen and check your answers.**

- **Now do Exercises A to D in the Activity Book.**

Oasis Sports and Leisure

- **Read the interview and answer the questions.**
  a) What job did Hasan Saab use to have?
  b) How does he help young people today?

Meet …
Mr Health Club!



Hasan Saab owns a chain of health clubs in the Middle East. At the age of thirty-three, he is already a multimillionaire. And he made all his money himself. We interviewed him in Dubai and asked him how he started his business.

Have you always lived in Dubai?
No. I used to live in Egypt. I was born in Cairo and I lived there for the first twenty-four years of my life.

Have you always been interested in sport?
Yes. I used to be a sports instructor in a secondary school. I really enjoyed my work, but I often got annoyed by the poor facilities.

Poor facilities? What exactly do you mean?
I mean that there wasn't much equipment – no gym, no tennis courts, sometimes no football, even. It used to be hard to coach my students. I used to buy footballs and other equipment for them. And I used to organize matches for them at the weekends.

How did you start your business?
There used to be a small gym at the end of my street. Nobody used to go to it. It wasn't making any money and the owner wanted to sell it. I borrowed money from the bank and bought it. But I modernized the building and it became my first health club. I called it the *Oasis*.

How has your life changed since you became a millionaire?
Having money has changed my lifestyle quite a lot! I used to have a teacher's income. Now I can buy whatever I want. I drive a sports car. I go on luxury holidays. I live in a beautiful house. I buy Armani clothes.

Do you wish you hadn't given up teaching?
Sometimes, but I was too ambitious to stay in that job forever. I still try to help young people with sport, though. Students from the school where I used to work are allowed to use my health clubs free at certain times.



- **Now do Exercises A to C in the Activity Book.**

How to be the best!

- **Match the sentence halves.**

1 If you want to have a successful restaurant,
2 To make a good impression at a job interview,
3 If you want to have a successful party,
4 If you want to be successful in business,
5 To be a good secretary,
6 If you want to be healthy,
7 If you work for an airline,
8 When you are in a meeting,

a) you don't have to pay for plane tickets.
b) you have to be ambitious.
c) you should turn your mobile off.
d) you must employ a good chef.
e) you need good computer skills.
f) you must do a lot of exercise.
g) you should dress well and be punctual.
h) you should make sure there is plenty of good food.

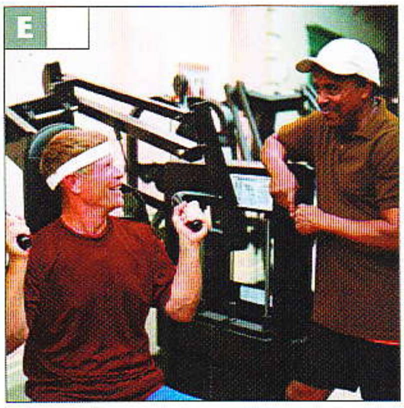
- **Match six of the sentences to the pictures.**

A


B


C


D


E


F


- Now do Exercises A to D in the Activity Book.

What's your personality type?

UNIT 4
Lesson 4
AB 82

- Read the text. Which personality type do you think you are?

Many doctors believe there are two main types of personality – Type A and Type B. Type A people are ambitious, hardworking and competitive. They are usually in a hurry and they can be impatient. Type B people are more relaxed. They are more patient, and they enjoy talking and being sociable.

Of course, both personality types are equally valuable in society. And each type is suited to different types of jobs. For example, a doctor with Type B personality will do well in research. And a doctor with Type A personality will do well as a surgeon or working in accident and emergency.

Which personality type are you? Why not take the test and find out!

- Tick (✓) one column each time.

		Yes	No
1	I usually finish class work before everyone else.	☐	☐
2	I talk more than most people.	☐	☐
3	I am nearly always hardworking and serious.	☐	☐
4	I get angry if people are late for appointments.	☐	☐
5	I sometimes stop listening when people are talking.	☐	☐
6	I am often in a hurry.	☐	☐
7	I have to do physical exercise at least four times a week.	☐	☐
8	I often do two things at once, like watching TV and doing homework.	☐	☐
9	I feel annoyed if I don't win a game.	☐	☐
10	I often interrupt when people are talking.	☐	☐
11	I start revising for tests two weeks in advance.	☐	☐
12	I often feel impatient with other people.	☐	☐
13	If I want to get something done well, I know I have to do it myself.	☐	☐
14	I expect to be the best at everything I do.	☐	☐
15	I would die of boredom if I ever had to spend a month alone on a desert island.	☐	☐

Score one point for each Yes. Score zero for each No. Scores of 8 and above are A personalities. Scores of 7 and below are B personalities.

- Now do Exercises A to C in the Activity Book.

If only ...

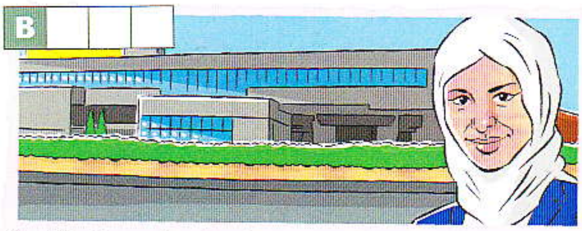
- **Read about three people with regrets. Match sentences 1 to 9 to the correct people.**

A



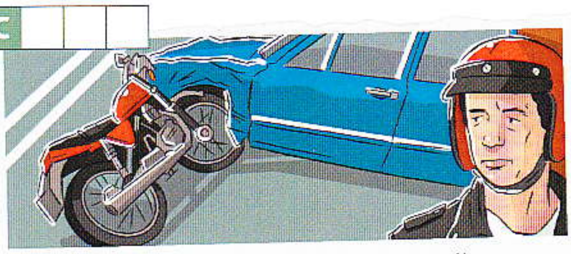
Fouad Salim is captain of a football team in Baghdad. His team has just lost a big match.

B



Khadija Nasser has just been to an interview for a job with an oil company. Unfortunately, she didn't get the job.

C



Nizar Ibrahim has just crashed his friend's new motorbike. It will cost a lot to repair it.

1 I wish I'd arrived earlier and been more relaxed.

2 I wish I hadn't gone so fast down that hill.

3 I wish I'd made them train harder.

4 I'd have got the job if I hadn't been so nervous.

5 If only I'd seen that hole in the road.

6 If only Hasan hadn't got a red card.

7 We'd have won if we'd trained harder.

8 If only I hadn't done so badly on the typing test.

9 This wouldn't have happened if I'd slowed down.

- **Use each question to make: a) one sentence with *I wish*; and b) one third conditional sentence.**

1 Why didn't I ask Hisham to be in the team?
2 Why didn't I find out more about the company before the interview?
3 Why did I ride my friend's motorbike?
4 Why didn't I check the brakes before I left home?
5 Why did I forget to tell them about my previous experience?
6 Why didn't I score that penalty?



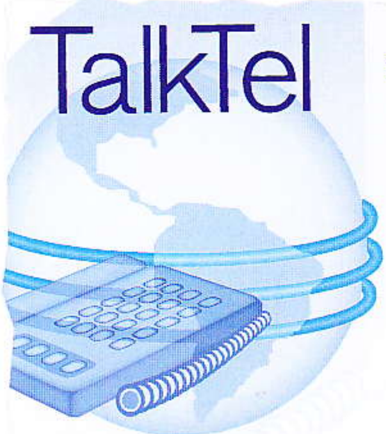
I wish I'd asked Hisham to be in the team.

We'd have won if I'd asked Hisham to be in the team.

- **Now do Exercises A to C in the Activity Book.**

Ambitious, energetic staff wanted

- Read the job advertisement, then complete the application letter.



Europe's leading mobile phone company is expanding.

We have vacancies for customer service staff, based in our new offices in central London.

You must be:
good at working in a team, able to work alone if necessary, prepared to work evenings and weekends, ambitious and energetic.

You must have:
good communication skills, two A levels or equivalent.

We offer a competitive salary and excellent terms and conditions.

Apply in writing, enclosing a CV and recent photo, to Sandra Foxton, Human Resources.

Dear Ms Foxton

I saw the (1) ______ in the *Times* of 23rd June for customer service (2) ______ and would like to apply.



As you will see from my enclosed CV, I left school a year ago with A levels in Geography and Media Studies. Since then I have done a one-year Foundation (3) ______ in Business Studies. I am now keen to find a full-time job in an expanding (4) ______ which will give me opportunities for career development. I am very impressed with TalkTel's reputation.

I have considerable (5) ______ of sales, having worked part-time as a sales assistant at weekends and in the holidays for the past two years. My current part-time job is in an electrical goods store, where I have a good record. The store (6) ______, Mrs Willis, will be happy to confirm this.

Although I do not have any previous experience in customer service, I feel I have the personal (7) ______ that you are looking for.

I look (8) ______ to hearing from you.

Yours sincerely

Jackie Liu

- (14) Listen and check.
- Now do Exercises A and B in the Activity Book.

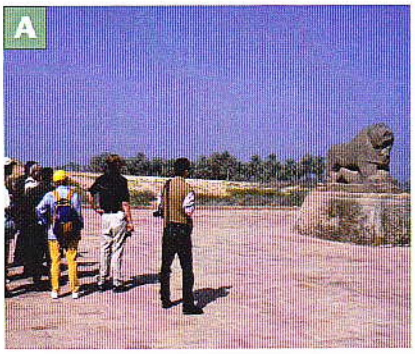
Lesson 7 AB 87/88

UNIT 5

- Let's do some sightseeing
- Have you ever stayed in a really unusual hotel?
- I've been coming here since 2009
- I've tried it a few times
- We couldn't get a room because we hadn't booked
- The atmosphere was really peaceful
- Beautiful Kerkennah
- Why are holidays so important?

UNIT
5
Lesson 1
AB 89/90

Let's do some sightseeing













- **Make compound nouns by matching the words in the two columns.**

1 boarding card	apartment
2 travel ______	agency
3 five-star ______	~~card~~
4 package ______	deal
5 packed ______	front
6 ski ______	lunch
7 car ______	resort
8 self-catering ______	seeing
9 sight ______	hotel
10 sea ______	hire

- **Match some of the compound words above to pictures A–F.**
- **Now do Exercise A in the Activity Book.**
- **Read the dialogue on the right. Find the compound noun.**
- **Now do Exercises B and C in the Activity Book.**



UNIT 5
Lesson 2
AB 90–93

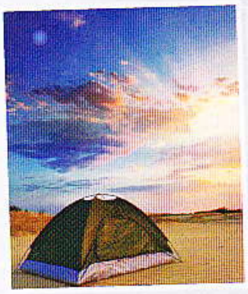
Have you ever stayed in a really unusual hotel?

- Choose the correct ending for each quiz question.

The crazy tourist quiz







1 [d] Have you ever stayed in a really unusual hotel?
2 [ ] Have you ever camped on ______
3 [ ] Have you ever flown in a ______
4 [ ] Have you ever been sightseeing in an ______
5 [ ] Have you ever been cheated ______
6 [ ] Have you ever lost your ______
7 [ ] What's the best holiday destination ______
8 [ ] What's the strangest food ______

a) you've ever eaten abroad?
b) by a taxi driver?
c) helicopter?
~~d) in a really unusual hotel?~~
e) you've ever been to?
f) open-top bus?
g) a beach?
h) passport while on holiday?





- Take turns asking and answering the quiz questions. Then do Exercise B in the Activity Book.



Have you ever stayed in a really unusual hotel?

Yes, I have. I stayed in the Four Seasons Hotel in Cairo. It's unbelievably luxurious.



No, I've never stayed anywhere really unusual. But I stayed in a really horrible hotel in New York.



- Now do Exercise C in the Activity Book.

UNIT 5
Lesson 3
AB 93–97

I've been coming here since 2009

- **Read the article and answer the questions.**
  1. How long has Steve Harper been coming to Iraq?
  2. How many times has he visited the country?
  3. How long have Safar Tours been organizing tours?
  4. How long has Steve known Ahmed?
  5. How long has Safar Tours had their office on Al Sa'doon Street?
  6. How long has Steve been in Iraq so far on this visit?
  7. What has he been doing since finishing his business?

The Happy Traveller



This week Steve Harper tells us about his favourite Iraqi tour company, Safar Tours.

I've been coming to Iraq on business since 2009. In fact, in all I've visited this country fifteen times now and I still thoroughly enjoy my trips here. I usually extend my stay by a couple of extra days because one of the things I love doing here is going on excursions and doing some sightseeing. That's how I discovered Safar Tours, which is one of Iraq's longest established travel companies. In fact, Safar Tours have been organizing trips and excursions for over thirty years.

Ahmed Salim is the owner and manager of Safar Tours. I've known him for three years now, and I can honestly say that all his tours have most definitely lived up to my expectations. I have never been disappointed in any way by any of the tours he has organized for me. I've been on trips to the desert, I have visited the castles in Zakho and the Hatra ruins, and been to Babylon City three times already. And that's only to name a few!

Safar Tours was started by Ahmed's father, Ibrahim, in 1976, in a little office in Al Rasheed Street. Over the years, the business has grown considerably and they've moved offices several times. Since last July, they have had a very attractive modern office on Al Sa'doon Street.

I arrived here last Monday. So I've now been in Iraq for eight days. Since Thursday, when I finished my business, I have been going on tours around the country. I could never have achieved so much without the help of Ahmed Salim at Safar Tours. I certainly wouldn't hesitate to recommend this company to anyone considering an extended stay in Iraq.









- **Now do Exercises A to D in the Activity Book.**

I've tried it a few times

UNIT
5
Lesson 4
AB 97–99

- 🎧 (16) **Listen to the dialogue and fill in the gaps with the correct words.**

Katie: Hi, Muna. What are you doing with all those holiday (1) ______________?

Muna: Oh, I'm just doing a bit of research on holiday deals in Thailand. Have you ever (2) ______________ there?

Katie: Yes. We had a family holiday there a (3) ______________ of years ago.

Muna: So, which places did you go to?

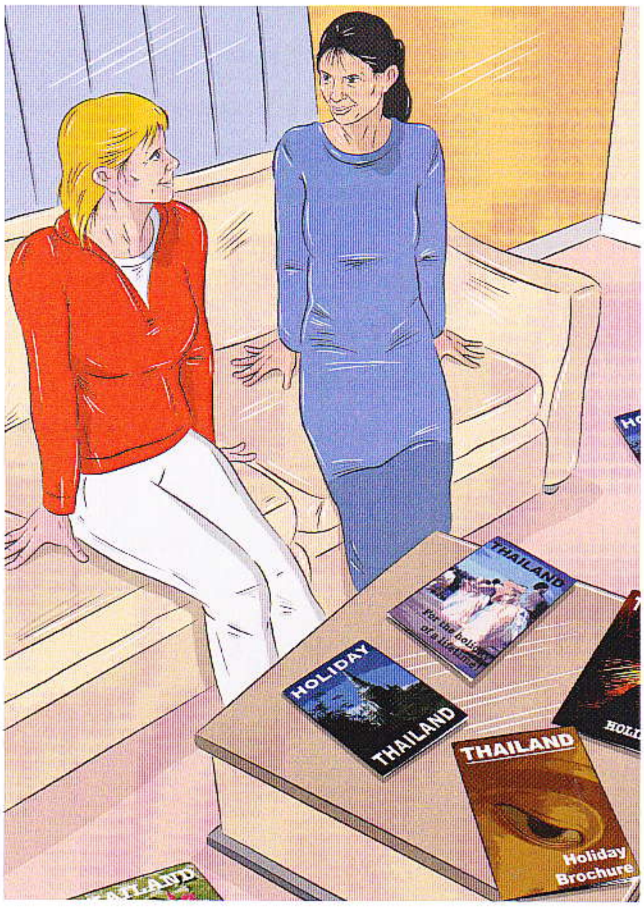
Katie: Well, we spent a week in Bangkok to get a flavour of the city life and then two weeks on the (4) ______________ in Phuket.

Muna: I'm sure that was beautiful!

Katie: It was amazing! I really enjoyed it. Well, we all did. There was something for (5) ______________.

Muna: We're looking for a (6) ______________ deal.

Katie: That's a good way to do it. At least you know where you're going and what you're doing. And it often works out (7) ______________ in the long run. Have you found one yet?



Muna: No, but there are two or three that look really good. Which hotel did you stay at in Bangkok?

Katie: We stayed at the Golden Palace for the first two nights. Then we moved on to the Marriott. The service was (8) ______________ in both of them.

Muna: And what did you think of Thai food?

Katie: Oh, it's delicious. Haven't you ever tried it?

Muna: I had green curry once. I really didn't like it.

Katie: Why not?

Muna: It nearly burnt a hole in my (9) ______________!

- **Underline examples of the present perfect in the conversation. Circle examples of the past simple.**

- **Now do Exercises A to D in the Activity Book.**

UNIT 5
Lesson 5
AB 99–101

We couldn't get a room because we hadn't booked

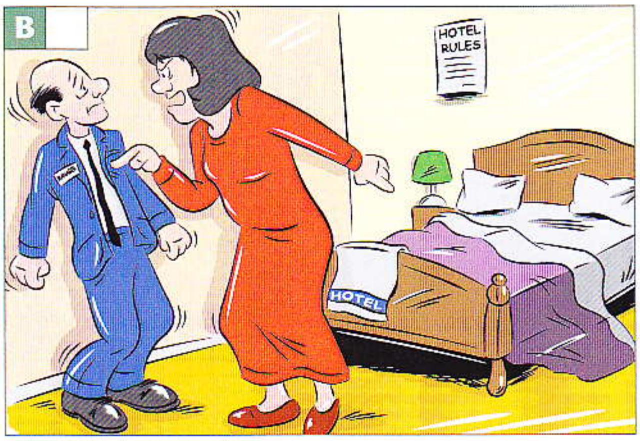
- **Match the sentence halves.**

1 [h] We couldn't get a room
2 [ ] I couldn't board the plane
3 [ ] She was nervous on the plane
4 [ ] The airline company gave me a new suitcase
5 [ ] I didn't go on the excursion to Khor Al Zubeir in Basra
6 [ ] We complained to the manager
7 [ ] We couldn't hire a car
8 [ ] I didn't recognize the place

a) because I had already been there twice.
b) because I had lost my boarding card.
c) because we'd left our driving licences behind.
d) because mine had been damaged on the plane.
e) because our room hadn't been cleaned.
f) because it had changed so much.
g) because she hadn't flown before.
h) ~~because we hadn't booked.~~

- **Match five of the sentences to the pictures.**

A [ ]


B [ ]


C [ ]


D [ ]


E [ ]


- **Now do Exercises A to D in the Activity Book.**

The atmosphere was really peaceful

- **Scan the text about a holiday in Tunisia. Find one piece of information about each of the following:**
  - the journey
  - the hotel
  - the food
  - the activities

Travel Magazine 12

My cousin and I have recently returned from a wonderful fortnight in the Tunisian Kerkennah Islands. It was a package deal and cost us £180. This included the flight from London to Sfax, bus transfers to and from Sfax airport and the ferry to and from the island. The accommodation was in a three-star hotel with breakfast and dinner every day. The cost even included entertainment in the evenings. I couldn't believe how cheap it was!

From Sfax airport, we were taken to the ferry port, where we boarded a rather old ferry! It took us across to the islands, which looked really beautiful in the evening sun. We were delighted that our hotel overlooked the beach and was just a short walk away. Although not very luxurious, it was a really pleasant two-storey building that was set in an attractive garden with its own swimming pool and tennis courts. Our room had its own private bathroom and balcony with a spectacular view of the calm, blue Mediterranean Sea. The atmosphere was really peaceful – that's what I really liked.

The food was exceptionally good. There was a self-service buffet in the dining room with a variety of dishes, both regional and international. You could eat as much as you wanted! Breakfast consisted of fruit, cereal, eggs, cakes, bread, honey, olives and cheese. There was a different selection of dishes for supper every night and there was a lot of great seafood. I loved the octopus, which is a speciality in Kerkennah.

We weren't bored for a moment. One day we hired a taxi and went on a tour of the island. We saw the villages where the fishermen catch octopus in clay pots. Another day we went for a camel ride on the beach, and we even hired surfboards from the hotel and learnt to windsurf. We also went for a ride in a donkey cart and toured some villages. What really impressed me was the hospitality of the local people. Several islanders invited us into their homes for mint tea and cakes. We also took the ferry back to the mainland to see the magnificent Roman theatre at El Jem. Something else that we really enjoyed was the free entertainment in the hotel after supper. One evening a fakir and his team gave an incredible display of lying on a bed of nails and glass, walking over hot coals, breathing fire and letting scorpions walk all over their faces! We shall certainly never forget that holiday.

Anna Johnson, Reading, Berkshire







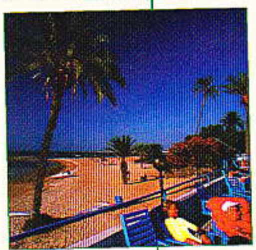
- **Now do Exercises A to F in the Activity Book.**

Beautiful Kerkennah

- **Read these sentences and underline the relative clause in each one.**

BEAUTIFUL KERKENNAH






- Kerkennah is the name of a group of islands that are situated off the east coast of Tunisia.
- The main two islands are Chergui and Gharbi, which are both inhabited.
- The islands are reached by a ferry that operates throughout the year.
- The most famous beach is Mkaren Klifa, where the water is an incredibly clear blue.
- There are many colourful festivals, which are a great attraction for tourists.
- A famous son of Kerkennah was Hedi Berkhissa, who was also known as Balha. Hedi, who was a world-class footballer, died during a match in Tunis.
- Kerkennah is an ideal place for tourists who want a quiet, peaceful holiday in beautiful surroundings.

- **Are these relative clauses defining (D) or non-defining (ND)?**
- **Now do Exercises A to D in the Activity Book.**

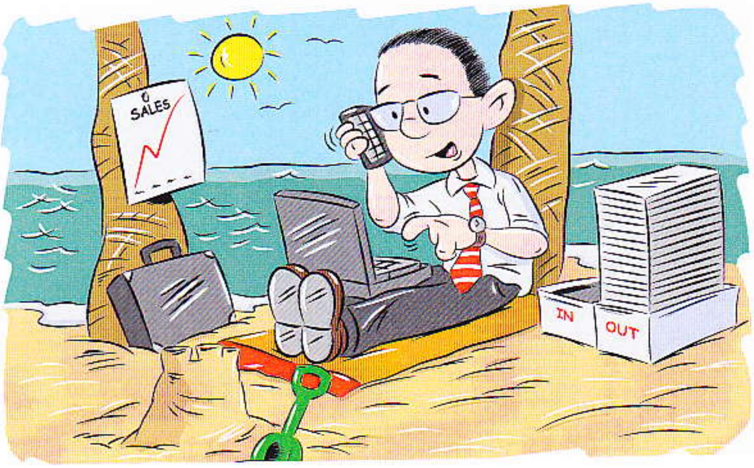
Lessons 8 and 9 ↳ AB 107–117

Why are holidays so important?

UNIT
5
Lesson 10
AB 117/118

- **In groups, discuss the title and picture. What do you think the text will be about?**
- **Skim the text and match the headings with the correct paragraphs.**

1 [ ] What stress can do
2 [ ] A change can do you good
3 [ ] Time for others
4 [ ] Time to relax is important
5 [ ] Too busy to leave work



A Today it is more important than ever to ensure that we take enough breaks and holidays. Life is so fast and we spend such a large part of our time working hard that we really need to take sufficient time out. If we don't, the pressure of life can affect both our physical and mental health.

B The stress of modern life can cause severe problems. It can cause high blood pressure, which can then cause strokes and heart attacks. It also has an effect on our minds. If we are always on the move, we don't always notice how far we push our bodies. We don't eat regular meals, we don't get enough sleep and our free time is often interrupted by phone calls. The human body cannot continue like this indefinitely. Both brain and body need a break. If we push them too far, they will eventually let us down.

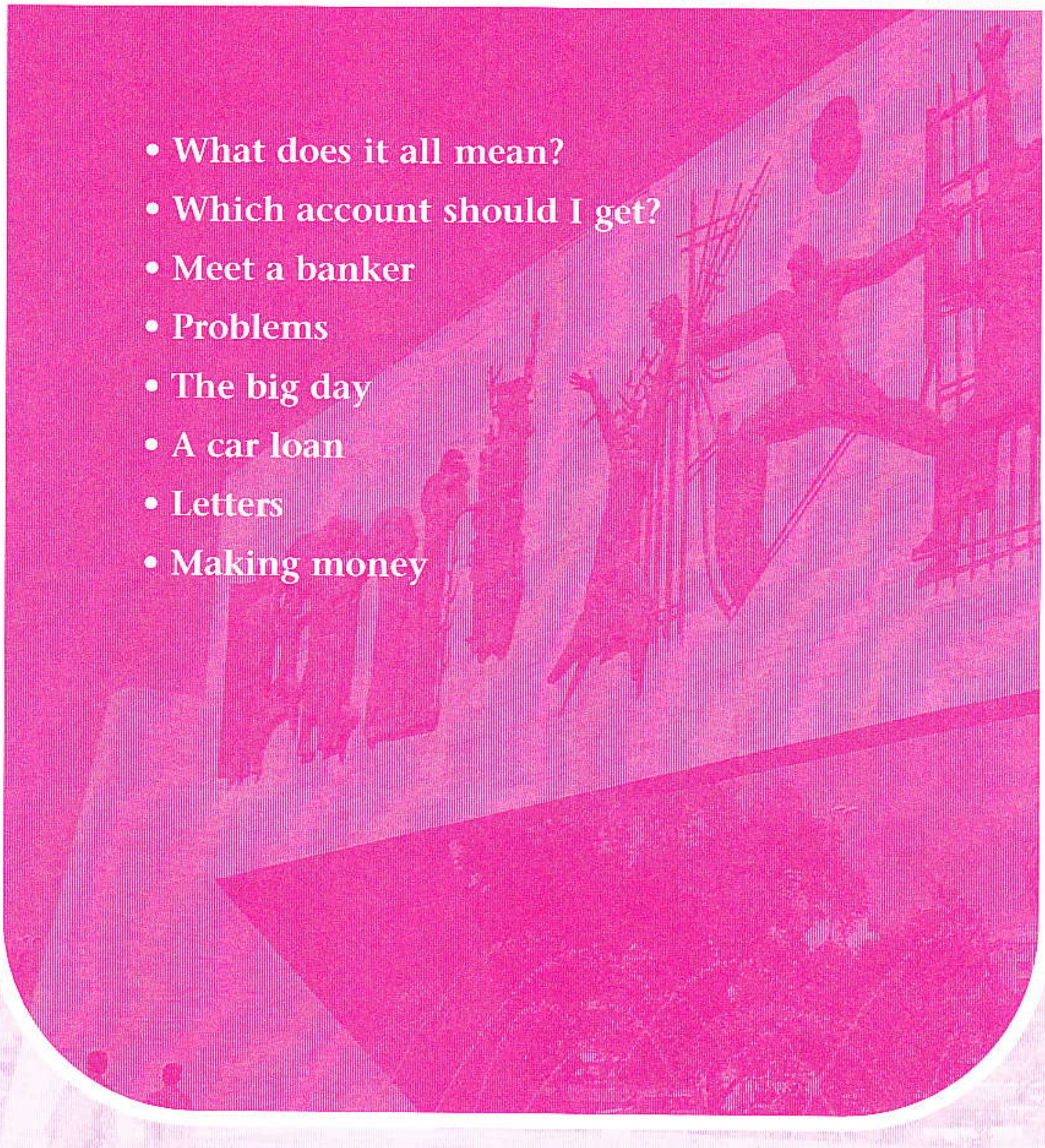
C There are more and more 'workaholics' these days who think that their work is too important to leave in the hands of others. These people cannot bear to be away from the office for more than a few hours. They put off taking holidays or breaks because there is always another deadline or another deal around the corner. They often discover too late that there is more to life than work.

D People like this risk hurting not only their health but their personal relationships too. Everyone needs to spend time with family or friends, and this time needs to be more than the occasional snatched hour here or there. People who are close to us need to know that we care about them. Giving them a significant amount of our time is how we show this. Holiday time can give us this opportunity.

E Holidays are important for everyone, not just the businessman. We all need a change of scene and a change of pace. We need to relax and take our minds off work, school, the house or whatever problems are worrying us at the time. It doesn't matter whether we choose to spend this time lying on a beach, trekking through rainforests or sightseeing. What is important is the change. A change of routine often helps us to look at our own lives in a different way. Holidays are vital to our general wellbeing. And leaving the mobile phone switched off. That is vital too!

- **Now do Exercises A to D in the Activity Book.**

UNIT 6



- What does it all mean?
- Which account should I get?
- Meet a banker
- Problems
- The big day
- A car loan
- Letters
- Making money

UNIT 6
Lesson 1
AB 119/120

What does it all mean?

- 17 Listen to Rami and his brother talking. Underline the items on the bank statement that they talk about.

CCB
City Commercial Bank

Bank Statement

RAMI ADAM

Account number: 97823810

Date	Transaction	Withdrawals	Deposits	Balance
01/05/13	OPENING BALANCE			200.00
05/05/13	CHEQUE N. 001	-20.00		180.00
07/05/13	CASH WITHDRAWAL	-30.00		150.00
10/05/13	DEPOSIT		+425.00	575.00
22/05/13	CHEQUE N. 002	-14.75		560.25
22/05/13	CHEQUE N. 003	-45.80		514.45
22/05/13	CHEQUE N. 004	-23.05		491.40
28/05/13	CASH WITHDRAWAL	-50.00		441.40
31/05/13	TOTAL	-183.60	+425.00	441.40

- Now do Exercises A to D in the Activity Book.

Which account should I get?

- **Read the information about the bank accounts. Use the glossary in the middle of the page to help you. Then do Exercise A in the Activity Book.**



CCB Children's account
- For children under 17
- Start saving for your future



CCB Savings account
- Free ATM card
- Monthly bank statements



CCB Current account
- Free cheque book
- Free ATM card
- Monthly bank statements
- Minimum balance 20,000 Iraqi dinars or will pay fee* of 10,000 Iraqi dinars per month
- Overdraft facilities*



CCB University student account
- Free cheque book
- Free ATM card
- Monthly bank statements
- No minimum balance*
- 50% off credit card fee*

Glossary

Overdraft facilities: ability to use more money than you have in your account at the moment.

Minimum balance: smallest amount of money you can have in your account without paying bank charges.

ATM (Automated Teller Machine): a machine you can withdraw cash from.

Credit card fee: money you pay the bank every year if you have a credit card.

- **19 Listen to the conversation between the girl and a banker and tick the things they talk about.**

1 ☐ savings account	6 ☐ minimum balance
2 ☐ current account	7 ☐ bank statements
3 ☐ a student account	8 ☐ credit card
4 ☐ a cheque book	9 ☐ ATM card
5 ☐ overdraft facilities	10 ☐ bank branches

- **What kind of account does the girl decide to get?**

- **Now do Exercises B to E in the Activity Book.**

UNIT
6
Lesson 3
AB 124–127

Meet a banker

- **Skim the text. What is the main topic? Choose the best description.**

1 ☐ The amount of money bankers make.
2 ☐ What you must study at school to become a banker.
3 ☐ What a banker's job is like.



I've been a banker for twenty years and I love my job. What makes it particularly interesting is the variety. I have to do many different things and use a number of different skills. No two days are ever the same. Most importantly, we have to convince people to use the bank, and one way to do this is to offer new services. For example, we can attract students by offering special student accounts if the bank is close to a university or college. We also advise people on the most suitable accounts for their needs.

Another of my main responsibilities is to decide whether or not to give people or businesses loans. This is one way the bank uses the money people put into their accounts. The money doesn't simply sit there but is used to make more money. Many people need loans for a special project such as buying a car or a house. We also lend money to people who want to start their own businesses. It is often up to me to decide whether the business is a good idea or not, and sometimes I must make suggestions to improve their plans. For example, if a man wants to open a bookshop on a street that already has several bookshops, I might suggest that he opens it on another street where he can get more customers. Unfortunately, I cannot always approve a loan. This is a difficult part of my job as I do not like to disappoint my clients.

Some bankers work mostly with large companies, while others have more to do with small businesses and individuals. Both types of banking can be enjoyable. Banks that work with large companies can help them improve and extend their businesses. This can be very interesting and exciting, as you have to be quite knowledgeable about many different subjects. If you work with a company that makes chemical products, for example, you have to understand how the products are made and used. My main work is with individuals and small businesses. What I particularly enjoy about this is that I meet a range of different people. It is also very satisfying to be able to help them with their problems and make a difference in their lives.

Being a banker requires many different skills. To begin with, you have to be good at Maths and able to read and understand graphs and charts quickly. Another important skill is being able to work with other experts who can give you important information. When a client wants a loan to buy a house, for example, I need to know about the value and structure of the house and what sort of neighbourhood it is in. A specialist can give me this information. Finally, a banker needs to be a good communicator. Your clients need information about many different things, some of them quite complex. They need a banker who can explain these things clearly and who enjoys helping them.

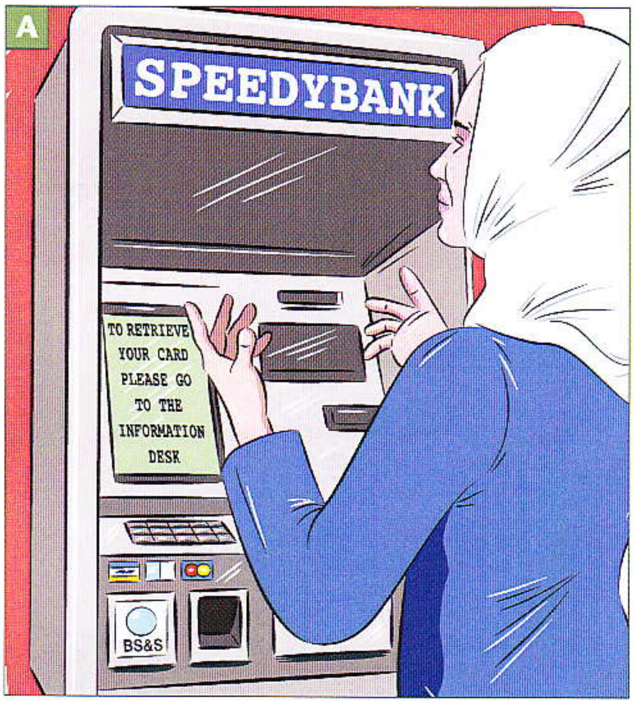
client: **person or organization who makes use of a professional, e.g., a banker, or a company, e.g., a bank.**

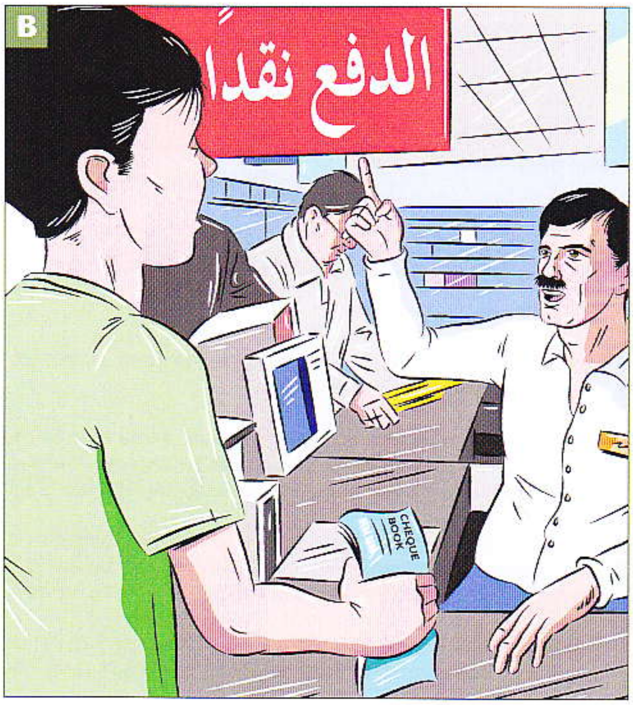
- **Now do Exercises A to E in the Activity Book.**

Problems

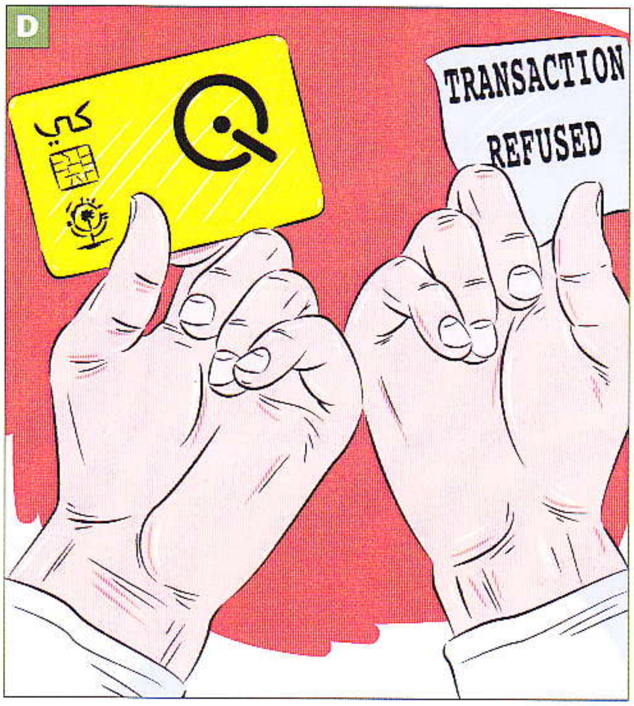
UNIT 6
Lesson 4
AB 127–130

- What kinds of problems are these people having? 🎧 (20) Listen to the conversations and match them with the pictures.

A


B


C

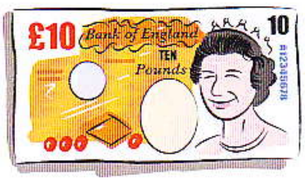

D


- Now do Exercises A to D in the Activity Book.

The big day

- **Read the e-mail and do Exercise A in the Activity Book. Then use the context to help you match the words in bold with these pictures.**





CURRENT CURRENCY RATES

COUNTRY	CURRENCY	
–	IRA EUR	1.98
–	IRA SWE	12.9
–	IRA CYP	0.28
–	IRA JAP	198.
–	IRA SWI	8.99



Dear Mazen,

Guess what? Tomorrow is the big day! My plane leaves for London at 3.00, and soon I'll be able to see all the sights we read about in the guidebook.

I've already packed my suitcase. I bought some new clothes and a couple more guidebooks. I tried not to pack too much but it's pretty heavy. Once I get to England, I'll have to take a taxi. There's no way I can carry it all on the Underground! I wonder how much you tip taxi drivers in England?

Last Monday I went to the bank and got some **traveller's cheques** for my trip. They're great because they're safer than cash. I signed the cheques in one place at the bank, and when I want to buy something in London, I have to sign the cheque again in front of the cashier. That way, nobody else can use them.

My banker told me I should also get some local **currency**, because not all places take traveller's cheques. I'll take my credit card too. That's accepted internationally, but I can't really use it to tip the taxi driver or travel round by bus or Underground! So I will definitely need some cash in my pocket. As you probably know, many countries in Europe use the Euro, but in the UK people use **pounds**. Do you know the **exchange rate** between Iraqi dinars and pounds? 1,000 Iraqi dinars is almost 0.57 pounds. My father told me everything in London is expensive, so I'll have to be careful what I spend.

I'll bring you back a souvenir. Let me know if there's anything particular you'd like me to get you. And keep in touch. There's an Internet café next to my hotel, so I can check my e-mail whenever I want.

See you in ten days.
Hazem

- **With a partner, match the currencies and their names.**



US dollar	Japanese yen	Australian dollar	Chinese yuan	Indian rupee
euro	Iraqi dinar	Syrian pound	Saudi riyal	Pakistani rupee

- **Now do Exercises B to E in the Activity Book.**

A car loan

UNIT 6
Lesson 6
AB 133/134

- 21 **Read and listen to the conversation.**



Ahlam: Wow! Is that your car?

Nour: Yes! Nice, isn't it? I bought it yesterday. Do you want to go for a drive? We could go to the beach.

Ahlam: Sure, that's a great idea. I'd love a car like this one. How did you pay for it?

Nour: I got a car loan.

Ahlam: That's a good idea. Maybe I should do that. If I got a car loan, would I have to make a big **down payment**?

Nour: No. I didn't pay any money in advance at all. I just have to pay a certain amount every month.

Ahlam: That's even better! But the **monthly instalments** must be pretty high. What are they?

Nour: About 2 million Iraqi dinars. It wasn't that expensive, because it isn't a new car.

Ahlam: It looks new!

Nour: The owner took really good care of it. It's actually three years old.

Ahlam: How long do you have to pay it back?

Nour: Five years.

Ahlam: That's a long time. Won't it cost you a lot in interest?

Nour: Yeah. But it's worth it. This sort of car is a real **investment**. It won't lose money. In fact, it may even **go up in value**.

Ahlam: Well, I suppose it's more enjoyable than putting your money in the bank and waiting for it to earn interest! Maybe I should make an investment like this.

Nour: Here we are. The beach. Do you think I can fit into that parking space?

Ahlam: Sure. Uh, no, maybe not. (Sound of crash) Oh, no. I think one of your lights is broken.

Nour: Luckily, the loan also includes free **car insurance**!

- **Now do Exercises A to D in the Activity Book.**

Letters

- **Read the letters. Which is a letter of thanks? Which is an answer to a request for information?**

1

Home Savings Bank
(974) 4759375

16 April, 2013

Dear Mr Nasir,

Thank you for your letter of 10 April, 2013. Please find enclosed the information you requested about our accounts.

I am happy to inform you that all our services are available online. Passwords are sent to clients three days after opening an account. We also provide a 24-hour telephone banking service.

Please contact me again if you need any more information.

Yours sincerely,

Fadi Malouf

2

13 May, 2013

Dear Ahmad,

Thanks for your letter and the photos. If I had a digital camera, I would have taken some pictures, too. It's nice to have good photos and put them on a laptop.

That shop where you got your camera is really good. We haven't got anything like it near us. Could you buy me one like yours? I'd be so grateful. If you can get me one, let me know how much it costs and I'll transfer you the money.

It was great to see you at the party. I'm sorry I couldn't stay for long.

Best wishes,

Fareed

- **Now do Exercises A to D in the Activity Book.**

Lessons 8 and 9 AB 138–144

Making money

UNIT 6
Lesson 10
AB 145/146

- **Read the title of the text. In pairs, talk about what points you think might be mentioned in the text.**
- **Now read the first sentence of each paragraph and check your ideas.**

Making **more** from your money

Saving for the future is something that is instilled in us from an early age. As children, we learn not to spend all our pocket money at once but to put some aside to buy something bigger later on. When we start work, we are encouraged to put money into pension plans to save for our retirement so that we can continue to enjoy a good standard of living when we are older.

There are many ways in which we can make our money work for us. Banks inform us of different types of savings accounts, with more or less interest the longer we leave our money with them. Some savings accounts suit regular savers, others are more appropriate for those of us who wish to invest a fixed sum. Savings accounts benefit people who do not need to access this money, and if we can forget it is there, so much the better!

Financially-minded people who follow the markets invest in stocks and shares. For many, this can be both a hobby and a way of making a lot of money. It's a risky business, however, and there are no guarantees. The major players in this game are the specialists. You can certainly lose a lot of money as well as gain it, and it is not the answer for people who need a fixed sum at the end of their investment period.

Money can also be made through investing in property. Spending a lot of money to begin with can bring significant profit if the property is sold on at a later date when property prices have increased. Once again, there is no guarantee that you will make a profit or even break even, but generally speaking, money invested in property is safe in the long term. It is this type of investment that is becoming more and more popular in the UK at the moment. People are beginning to see the value of buying up property to rent out. The rent pays the instalments on the loan or mortgage, and then when the investor needs the money he or she can sell up and realize the profit. This is particularly popular with people who inherit an amount of money who want to do more with the money than let it sit in a savings account.

However people choose to invest their money, whether it is in savings accounts, pension plans, stocks and shares or property, etc., it is more sensible than keeping it in a box under the bed as our grandparents often used to do! And although some young people cannot see the value in saving for their old age when they are still in their twenties, there are a lot of retired people today who wish they had done more with their money when they were younger.

- **Now do Exercises A to D in the Activity Book.**

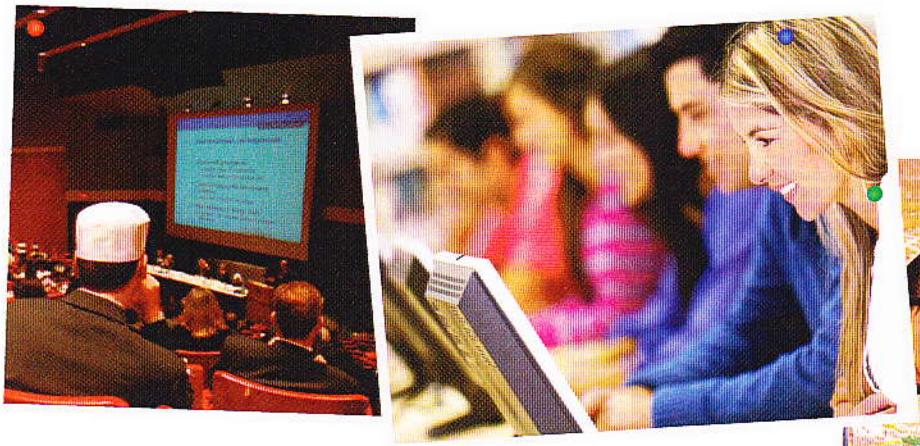
UNIT 7

- What can I study?
- A language school
- Improve your computer skills
- Summer courses
- Volunteers at the Children's Hospital
- Learning experiences
- Books and the Internet
- Using the library

UNIT 7
Lesson 1
AB 147–149

What can I study?

- **Discuss the following three questions with a partner. Use the pictures to prompt your discussion.**





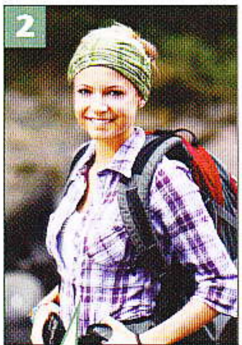
1 Why do people study after they've left school?
2 What can people learn when they've left school?
3 Where do they learn?

- **Write your ideas in the Activity Book, Exercise A.**

- **Read what these people are saying and add more information to your lists.**



I can't find a job that really interests me. I think I need to learn new skills to **enhance** my chances of getting a good job.



I'm **enrolled** on a language course because I love to travel.



I want to take a summer class. I sent my **application** yesterday but I'm worried I won't be **admitted**.



I'm a scientist. I attend **conferences** once or twice a year to hear about what other scientists are doing.



I'm on my way to **register** for a computer **workshop**. I need more practice with computer software so I can be more **efficient** at work.

- **Now do Exercises B and C in the Activity Book.**

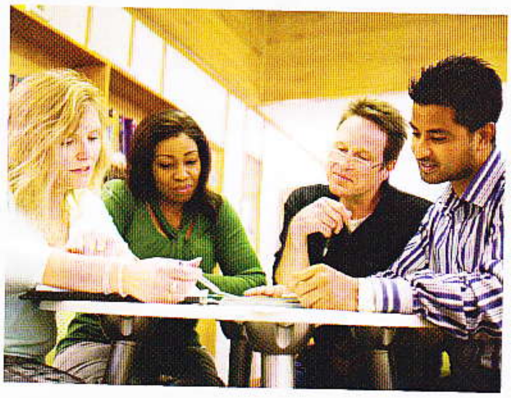
A language school

UNIT 7
Lesson 2
AB 149/150

- Read the brochure. Does it give you the information you need to choose a course?
- Now do Exercise A in the Activity Book.

SPEAKWELL
LANGUAGE SCHOOL

Improve your language skills



Why take our classes? We can help you:
- prepare for language exams
- improve your job prospects
- learn about other cultures

We offer:
- Arabic, English, Spanish, French, Chinese
- small classes (10 students maximum)
- CDs, DVDs and a computer room
- intensive exam preparation for quick results

To enrol:
- placement tests are mandatory to help us select the right level for you
- register in person or online at the end of each month
- course fees: half a million Iraqi dinars for 28 hours (classes meet twice a week)

- Complete the rules.

future continuous | going to | future simple | present continuous | present simple

Future tenses Grammar and Functions Reference p.82/83

- **Use the ______________ for fixed arrangements.**
  I'm meeting Hasan at 7.00.
- **Use the ______________ for a fixed time in the future where the focus is on the action.**
  At 7.00 I'll be sitting in my English class!
- **Use the ______________ for schedules.**
  The class starts at 6.00.
- **Use ______________ + infinitive for plans and intentions.**
  I'm going to work on my English a lot this year.
- **Use ______________ for predictions.**
  I'll get a better job more quickly.

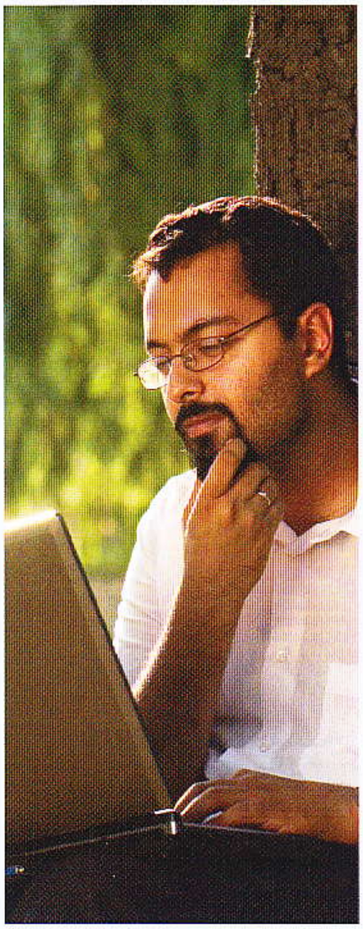
- Now do Exercises B and C in the Activity Book.

UNIT 7
Lesson 3
AB 151–153

Improve your computer skills

- **Discuss in pairs the kind of computer skills you feel it is important to learn.**
- **Read the article below and see which computer skills are mentioned.**
- **Now do Exercises A and B in the Activity Book.**

Work Today



There are many ways in which you can improve your job prospects. One of them is to take computer classes. Computers are used in more and more businesses, and most **jobseekers** should be familiar with basic computer programs. Learning new computer skills can also help you change careers, and the number of people enrolling in computer classes is increasing.

Depending on the class they choose, students can learn basic or more advanced computer skills. Classes that teach the use of **spreadsheets** are popular, since spreadsheets are used in many businesses to show information in table form. For example, spreadsheets are very often used to show financial information. Photographers and artists may want to take classes in digital **graphic design**. People with these skills can help create illustrations for publishers or advertising agencies, or work in television. Classes in **web design**, which teach how to create and maintain a company website, are becoming more and more popular.

While computer classes are a part of many university programmes, you don't have to be a student to take a computer class. Many universities offer continuing education classes that you can take in the evening. There are also an increasing number of online classes that you can take from home. The advantage of these classes is that you can study whenever you want. If you decide to take a class online, make sure you get information about the site that is offering the class. Some are excellent and can help you get a better job, but others are not very good. Finally, if you are very **self-disciplined**, and can work without a teacher, you can buy a book about computers and teach yourself, but explanations can sometimes be quite complex and need practical demonstration.

- **Now do Exercises C to E in the Activity Book.**

Summer courses

UNIT 7
Lesson 4
AB 154/155

- Read the catalogue to find the answers to Exercise A in your Activity Book.

Course catalogue: summer courses

We offer a wide range of courses for people who want to change jobs, get a better job or study for pleasure. To enrol, please complete the application form at the end of the catalogue.

Computers: Basic web design
Venue: online Dates: 1 May to 10 October
This is for people with no prior knowledge of web design. Learn techniques for creating simple websites.

English: English for work
Venue: university campus Dates and times: 15 July to 1 August Tue. & Thurs. 5.00–7.00
This course is for people with a good level of English who want to learn vocabulary they can use at work.

English: Protecting our environment
Venue: university campus Dates and times: 23 & 24 June 9.00–5.00
A two-day course designed for people who work in the petrol or gas industries. Learn about new technologies for protecting our environment.

English: Secretarial skills
Venue: university campus Dates and times: 1 June to 30 June Sunday to Thursday 9.00–12.00
Improve your typing and your knowledge of computer programs such as Word, Excel and PowerPoint. A good way to enhance your job prospects.







Future in the past Grammar and Functions Reference p.83

- **Study these two sentences from the listening:**

*I thought I **would study** history and become a teacher.*
*Next, I think I **will study** business.*

Think about Nisrin's attitude to the future in the two sentences. She talks in one about <u>what her views on the future used to be</u> and in the other about <u>her current views on the future</u>.

- **When we talk about the future from the point of view of the past, we use the past form of verbs that we usually use to talk about the future.**

I will study … becomes *I would study …*
I am going to study … becomes *I was going to study …*
I am studying … becomes *I was studying …*

- Now do Exercises B to D in the Activity Book.

UNIT 7

Lesson 5
AB 156–159

Volunteers at the Children's Hospital

- **Discuss the following questions in pairs:**
  - What is a volunteer?
  - Why do people volunteer?
  - How can you find volunteer work?
  - What can you learn from volunteering?

- **Read the three paragraphs and make notes in Exercise A in the Activity Book.**

Batool

There have been a lot of natural disasters in the last few years, and they made me realize I wanted to do something that would help other people. I decided then that I was going to become a volunteer, working for an organization without being paid. I looked at Internet sites to get information about volunteer opportunities. I saw that the Children's Hospital needed volunteers for many different jobs, such as playing with the children, giving patients directions and typing letters. I'm a librarian, so I decided to volunteer to work in the hospital library. I organize the medical books and magazines that the doctors and nurses read. I also supervise young volunteers, so I now have management skills as well as library skills. This experience has helped me get a job with more responsibilities.

Layla

I'm 18 years old and I'm graduating in the spring. I think I might want to be a nurse, but I'm not sure. I'm volunteering at the Children's Hospital to help me decide if working in a hospital is the right job for me. I work a four-hour shift, answering the phones and giving information to patients and their parents. Although I don't do what nurses do, I work with them a lot and talk to them about their job. As a result, I'm getting a very good idea of what a nurse's day is like. I really enjoy my job, and I've made a lot of new friends, too. If anyone wants to do volunteer work, I advise them to contact a charity they are interested in supporting.

Ibrahim

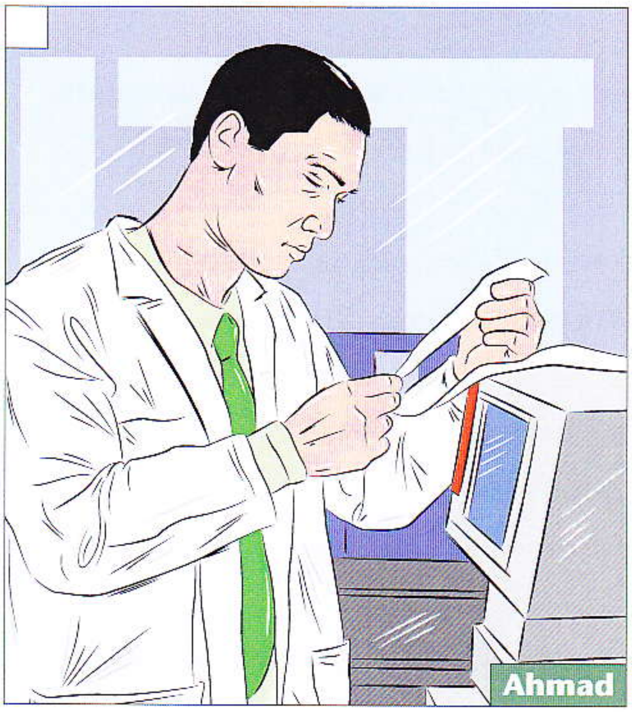
When I started volunteering at the hospital, I spent a lot of time with the children. Being ill is never fun, but children can get scared when they are in a hospital and I wanted to make them feel better. I went to visit them in their rooms and played with them and read them stories. After that, I got a different volunteer job writing articles in the hospital newsletter. The two jobs are very different. To work with children, you have to enjoy working with people, whereas to write articles you have to be able to work on your own. I miss working with the children, but working on the newsletter has taught me a lot of new skills.

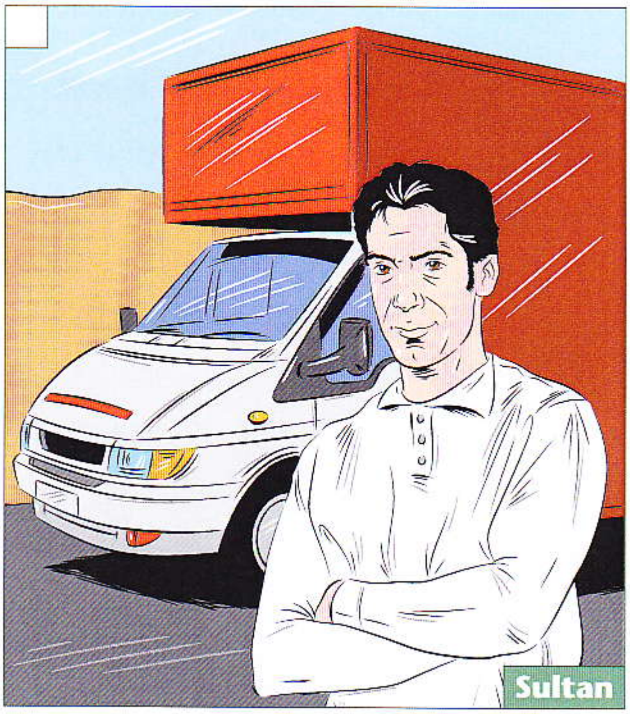
- **Now do Exercises B to E in the Activity Book.**

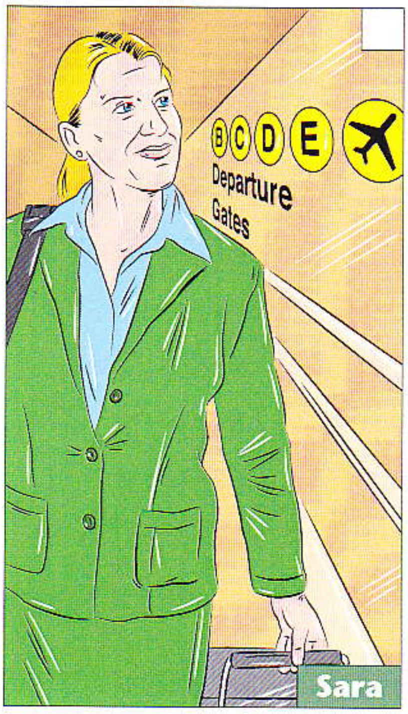
Learning experiences

UNIT 7
Lesson 6
AB 159/160

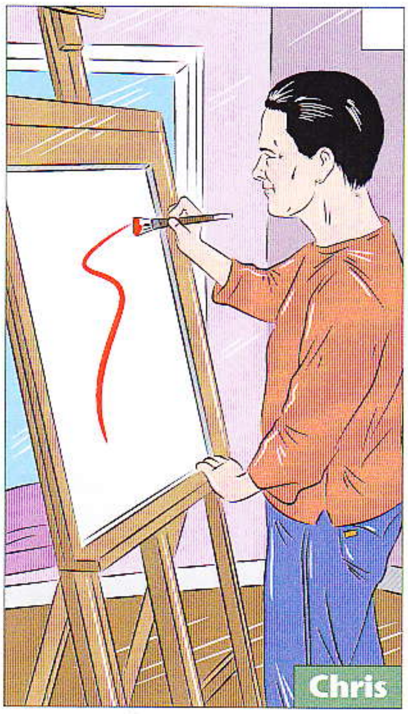
- 🎧 (24) Listen to five people talking about their learning experiences. Find the name of each speaker.











- Now do Exercises A to C in the Activity Book.

UNIT 7

Lesson 7
AB 160–162

Books and the Internet

- **Read about essays that express opinions in Exercise A in the Activity Book. What do you say in the body of the essay?**

A On the whole, I think that the Internet is very useful if you want to get general information about a topic. But if you really want to learn, a book is better.

B Unlike the authors of websites, the authors of books are easy to identify. It is therefore easier to decide if a book is reliable. Books also give you more in-depth information than the Internet because they are longer than the texts on most websites. In addition to having more content, you can read a book wherever you are. Although using the Internet is convenient, it is becoming easier to get books without leaving your home by ordering them online.

C With the arrival of the Internet, some people thought we would not need books any longer, but people are still buying books and borrowing books from the library in great numbers. In this essay I will look at some of the advantages and disadvantages of using the Internet and buying books.

D One of the main advantages of the Internet is that it is convenient. You do not need to go to the bookshop or the library. If you have an Internet connection, you can get information from home at any time. The Internet lets you get information from a lot of different sources, for instance, from articles, from explanations in an online encyclopedia, or even from chatting with other people about a subject that interests you. Once you have an Internet connection it is also cheaper than buying books. However, the different sources of information are not always reliable. People can write whatever they want on their website, and it is not always true.

- **Now do Exercises B to E in the Activity Book.**

Lessons 8 and 9 AB 163–169

Using the library

UNIT 7
Lesson 10
AB 170/171

- Read the text and choose the best title.
  a) HOW TO PASS YOUR EXAMS
  b) A NEW CAREER
  c) WORKING IN A BANK

- Read one paragraph and then explain the content in your own words.

When I left school, I started working for a bank. I gave people information about their accounts and cashed cheques. I enjoyed it for a while, but then I decided it wasn't what I wanted to do for the rest of my life. I had this idea that I would quite like a job which involved travelling. However, I didn't know what sorts of jobs there were or what I needed to study. So I started coming to the Central Library of Baghdad regularly to look for information that might help me. I was astounded by the help that is available to people like me.

The library has a range of information for people who are looking for the right career. Firstly, there's a whole section of books about different careers. They describe the various jobs and also tell you what skills or qualifications you need to do them. I've been taking a different book out each week. It's really interesting. A lot of the time we only think about the jobs that we often hear about, but there are so many unusual jobs around. And with new technology, new jobs are appearing all the time. There are also books with advice on how to find job vacancies and also how to prepare for and get through interviews. I've learnt a lot about how important **body language** is in an interview and also how to look businesslike. They explain how to write a good CV too, which is really important.

If I need to learn new things or take extra qualifications, I can get information about classes at the library, too. They have some school and college catalogues, and there are computers where I can look for information about evening and summer classes. I hadn't realized there were so many different things I could study! **Since** I want to travel, I'm sure I'll need better language skills, so I definitely need to improve my English, and maybe learn another language, too. In addition to information about the classes, the library also has a lot of its own materials to help me do this. It has books in English, and also lets you borrow DVDs with language-learning games and exercises. They have information about language tests, and practice books to help prepare for examinations if you need the qualifications.

Another important section at the library is its daily selection of newspapers and magazines. I look through these to find job offers because it's good to know what jobs are available. I also look at interesting job sites on the Internet. The librarians have told me how to get information about companies. I can find out where they are, what they do and how big they are. This will be useful information when I decide to apply for a new job. I'm sure all this research will **pay off** and that one day I will have my dream job. And it will all be thanks to the library.



- Now do Exercises A to C in the Activity Book.

UNIT 8

- Our natural resources
- Recycling waste
- A renewable resource
- Careers connected with the environment
- The Euphrates River

UNIT 8
Lesson 1
AB 172/173

Our natural resources

- **Look at the pictures. Which are natural resources?**


water


petrol


soda


fish


trees

- **With a partner, discuss the following:**
  1. What other natural resources can you think of?
  2. What do we use them for?
  3. What problems are caused by the way we use some of them?

- **Skim-read the texts and match each paragraph to the most appropriate photograph.**


A


B


C

1 Natural resources are materials that are found in nature. Air, water, land and trees are all natural resources, as are petrol and gas. We use natural resources in hundreds of different ways. For example, we use land to grow food and water to drink. We use petrol and gas for energy. Because they are so essential to human life, natural resources must be used wisely.

2 Some natural resources are renewable. This means that they do not disappear completely when they are used, or that they can replace themselves as quickly as they are used. Trees are a renewable resource because more trees can be planted and grow. Some resources, however, are nonrenewable. These cannot replace themselves as quickly as they are used. Petrol is considered a nonrenewable resource because it takes thousands of years to form. We know that nonrenewable resources must be used as efficiently as possible, and we must concentrate on developing other methods of using renewable resources, such as energy from the sun.

3 Sometimes, the way we use natural resources can harm the environment. Coal and petrol cause greenhouse gases that contribute to global warming. Another potentially disastrous activity is that large numbers of trees are cut down by farmers or logging companies, and new ones cannot grow fast enough to replace them. This process is called deforestation, and endangers the habitats of other plants and many animals. Destruction of the previously plentiful rainforests is particularly worrying, as these trees are the source of much of the world's oxygen. Fortunately, scientists are finding ways to limit damage to the environment when these resources are used, but a lot of work still needs to be done.

- **Now do Exercises A to D in the Activity Book.**

Recycling waste

UNIT 8
Lesson 2
AB 174

- **Look at the pictures. What do these products have in common?**

- **Read the text and check your predictions.**









Dealing with waste is a major problem in most countries. Statistics show that each person in industrial countries throws away an average of two kilograms of waste each day. That's 14 kg a week, or more than 700 kg a year! This waste is often burnt or buried under the earth. These methods both cause pollution. Streams and rivers and even the sea can be polluted by buried waste.

One solution is to encourage people to recycle their waste. A simple method is to give each home different-coloured plastic bags in which to place their waste. In some cities they use green bags for paper (envelopes, newspapers, writing paper and so on), yellow for plastic (plastic bottles, plastic bags, etc.), blue for glass and brown for biological waste (food and garden waste).

Today, more and more people are recycling their waste. In some countries, more than 50% of waste is recycled. Glass, paper and plastic can all be used again, both saving money and helping to protect the environment.

- **Do Exercise A in the Activity Book. (25) Then listen to a description of how waste can be recycled. Complete the flow chart with words from the box.**

collect clean use take place separate

Waste is sorted at home. ⇨ It is ① ________ in different bags. ⇨ It is ② ________ by a refuse lorry.
⇩
It is ③ ________ to a waste treatment plant. ⇦ It is ④ ________ into different types. ⇦ It is ⑤ ________ in special machines.
⇩
Glass, paper and plastic are ⑥ ________ again.

- **Now do Exercises B and C in the Activity Book.**

UNIT
8
Lesson 3
AB 174–176

A renewable resource

- **Look at the pictures. Then, with a partner, discuss the advantages and disadvantages of wind power.**
- **Scan the article and the letter. Find one advantage mentioned in the article and one disadvantage mentioned in the letter.**





The wind is a natural resource that people have been using for thousands of years. People have used it to power sailing boats all over the world, and it was used in Europe for a long time to grind corn into flour for bread. Now we have developed ways to use it to provide electricity for many other purposes.

The main advantage of wind power is that it is clean energy. Wind power doesn't produce any waste or greenhouse gases. Another advantage is that it is renewable. Wind is caused by changing temperatures in the air, and it will never run out. Finally, wind power is efficient. Because wind turbines are quite tall, the land under the turbines can still be used for agriculture.

Wind power does have some disadvantages, however. People who live near the turbines find them unattractive, and think they spoil the landscape. The turbines are also said to be quite noisy, although it is quite possible that new technologies may make them quieter in the future. There is also a lot of expense involved in installing and maintaining the wind turbines. Finally, wind turbines cannot supply all of our energy needs, so we will always have to rely on additional sources of energy.

Dear sir/madam,

I am writing about the government's plan to build a wind farm off the coast. I think this plan is ridiculous. Wind turbines are incredibly ugly and really noisy, and I can understand why people don't want them on land. But that is no reason to put them in the sea! People who live on the coast want a view of the ocean, not of a wind farm. Some scientists say wind power is clean energy and is good for the environment, but it's certainly not good for the birds! Hundreds of them fly into wind turbines and die every year. They're also bad for fishing. They scare away the fish. I am a fisherman with a small boat and I can't go into very deep waters to catch fish. If this wind farm project is completed, I won't be able to earn a living any more and I won't be the only one. Finally, I've heard that wind turbines might interfere with the radars on boats. If that's true, the turbines could cause dangerous accidents at sea. Surely this project can't go ahead!

An angry reader.

- **Now do Exercises A to E in the Activity Book.**

Careers connected with the environment

- Match the jobs with the illustrations.
  1 ☐ health, safety and environment manager
  2 ☐ recycling coordinator
  3 ☐ water quality planner
  4 ☐ park ranger

A


B


C


D


- Match the jobs above to the job descriptions.

☐ Monitors the quality of the water. Investigates pollution problems and looks for solutions.

☐ Makes sure a factory is following regulations to keep people and the environment healthy.

☐ Encourages people to sort their rubbish. Gives people information about where to put glass, plastic and paper products.

☐ Collects information about animals in their natural habitat. Enforces laws for protecting them.

- 26 Listen and check your answers.
- Now do Exercises A to C in the Activity Book.

Lessons 5 and 6 AB 178–185

UNIT
8
Lesson 7
AB 185

The Euphrates River

- **Look at the photos. What do you think the article will be about?**







- **Read the article and write a heading for each section.**

The Euphrates River, which is 2,800 km long, is the longest river in the Middle East. It begins in the Caucasus Mountains, and flows through Turkey, Syria and Iraq. The upper part of the river runs through steep gorges and cannot be used for navigation. The lower part of the river is quite shallow, so only smaller boats can use that. In southern Iraq, the river joins with the Tigris River to form the Shatt al-Arab, which then flows into the Arabian Gulf.

The area between the Euphrates River and the Tigris River, in what is now Iraq, was the birthplace of some of the earliest civilizations in the world. At that time, the river was used for transport, and some of the most famous ancient cities were built on the banks of the Euphrates. The ruins of ancient Babylon can still be seen near the river. Today we can see some important modern cities, such as An Najaf in Iraq, along the banks of the river.

The river is an important natural resource for the region. All three countries have dams on the river. The Euphrates dam in Syria forms a reservoir that is used for irrigating cotton crops. It also has a hydroelectric power plant, which uses the water to operate turbines that generate electricity. This plant is extremely important, as it supplies a large percentage of Syria's electricity. In Turkey, the Ataturk Dam is the largest of a series of twenty-two dams that are planned on the Euphrates and Tigris rivers. In addition to providing hydroelectric power, it provides irrigation for crops such as cotton, wheat, barley and lentils. The dam has created a lake that is also used for sailing and other water sports, and it holds a famous water sports festival every year.

- **Now do Exercises A to C in the Activity Book.**

Grammar and Functions Reference

UNIT 1

Past simple and past continuous *(page 7)*

Form

	Form	Example
Affirmative	infinitive + *ed*	He worked late last night.
Negative	*didn't* + infinitive	They didn't go to the pharmacy.
Question	*did* + subject + infinitive	Did you sleep well?

Use the past simple to talk about finished actions or situations in the past.

	Form	Example
Affirmative	*was/were* + verb + *ing*	At 8 o'clock, I was having dinner.
Negative	*wasn't/weren't* + verb + *ing*	She wasn't watching the film so I turned off the television.
Question	*was/were* + subject + verb + *ing*	Were you studying when I called?

Use the past continuous to talk about an action that was taking place at a specific time in the past, or was interrupted by another action.

Use

a) I had dinner with Ali last night. *(finished action)*
b) At 7 o'clock last night I was doing homework. *(action that was taking place at a specific time)*

a) They drove to the hospital immediately. *(finished action)*
b) I was driving to the hospital when my mobile phone rang. *(action that was interrupted by another action)*

Past simple and *used to* *(page 11)*

Form

	Form	Example
Affirmative	*used to* + infinitive	We used to live in Kirkuk, but now we live in London.
Negative	*didn't use to* + infinitive	He didn't use to like Chinese food, but now he loves it.
Question	*did* + subject + *use to* + infinitive	Did you use to play football when you were a child?

Use *used to* + infinitive to talk about situations and repeated actions in the past that are no longer true or no longer happen.

Use

a) Sami worked very late last night. *(We are talking about one occasion when Sami worked late.)*
b) Fuad used to work late. *(Fuad worked late for a while, but he doesn't work late now.)*

UNIT 2

To say it is necessary to do something *(page 17)*

Use *must, need to* or *have to* + infinitive. To make a question with *must,* put *must* before the subject.
Example: Must you leave so soon?

To make a question with *have to,* use *do/did* + subject + *have to* + infinitive.
Example: Do you have to be 18 to get a driver's licence?

To say it is important NOT to do something *(page 17)*

Use *mustn't* + infinitive.
Example: You mustn't drive so fast when the roads are wet.

To say it isn't necessary to do something *(page 17)*

Use *don't have to* + infinitive or *needn't* + infinitive.
Examples:

- You don't have to wash the car today. It looks very clean.
- Abla needn't go to the supermarket today because Dana went yesterday.

Giving advice *(page 18)*

Form
Use *should/shouldn't* to give and ask for advice.

	Form	Example
Affirmative	*should* + infinitive	You should put air in your tyres. They look a bit flat.
Negative	*shouldn't* + infinitive	You shouldn't stay up so late. You have to get up early in the morning.
Question	*should* + subject + infinitive	Should I buy the red bicycle or the blue one?

Making polite requests *(page 18)*

Use these expressions to make polite requests:

- *Would you* + infinitive ...?
- *Could you* + infinitive ...?
- *Can you* + infinitive ...?
- *May I* + infinitive ...?

Examples:

- Would you get me a drink of water?
- Could you show me your passport?
- Can you open your suitcase, please?
- May I see your tickets, please?

Making suggestions *(page 18)*

Use these expressions to make suggestions:

- *Shall we* + infinitive ...?
- *Let's* + infinitive ...
- *We could* + infinitive ...

Examples:

- Shall we meet at 3.00 in the departure lounge?
- Let's watch the film.
- We could take a taxi to the airport if you like.

Use these expressions to make offers:

- *Would you like* ...?
- *Shall I* + infinitive ...?
- *I'll* + infinitive ...

Examples:

- Would you like a cup of coffee?
- Shall I open the window?
- I'll help you with your suitcase.

Should and *shouldn't* for expectation *(page 19)*

Use *should* or *shouldn't* + infinitive to say what you expect *will* or *won't* happen.

Examples:

- You studied a lot, so you should get a good mark on your exam.
- Shouldn't she be here by now?
- We shouldn't get lost. We have a GPS system in our car.

UNIT 3

Conditional sentences *(page 27)*

There are four main conditional structures in English: the **zero conditional**, the **first conditional**, the **second conditional** and the **third conditional**.

Conditional structures have two clauses: the *if* clause, and the main clause. The *if* clause can be placed at the beginning or the end of the sentence. If it comes first, it should be separated from the main clause by a comma.

Form

	if clause	Main clause
Zero conditional	present simple	present simple
First conditional	present simple + infinitive	*will/can/may*
Second conditional	past simple	*would/could/might* + infinitive
Third conditional	past perfect	*would/could* + *have* + past participle

Use

Use the zero conditional when the action in the main clause is always true when the *if* clause is true:

Example: If you click on this icon, the computer saves your document. *(Every time you click on this icon, the computer saves your document.)*

Use the first conditional when you think the *if* clause is likely:

Example: If it is sunny tomorrow, I'll wear my sunglasses. *(I think it's likely that it will be sunny tomorrow.)*

Use the second conditional to make sentences about events that are not likely, impossible or untrue in the present or future.

Example: If I had enough money, I would buy a car. (I don't have enough money, so I can't buy a car.)

Use the third conditional to talk about imaginary events and results in the past.

Example: If we had known about the problem yesterday, we could have solved it last night. *(But we didn't know about the problem yesterday so we didn't solve it last night.)*

UNIT 5

Compound nouns *(page 44)*

Compound nouns are nouns that are made up of two existing words. Some compound nouns are written as one word, others are written as two words, and some are hyphenated.

- airport (air + port)
- seat belt (seat + belt)
- car park (car + park)
- post office (post + office)

Present perfect simple + *ever/never/just/already/yet* (page 45)

Use *ever* and *never* with the present perfect simple to talk about your life experience. Use *never* with negative statements and *ever* with questions.

- Sabah has **never** travelled outside of Iraq.
- Have you **ever** bought airplane tickets online?

Use *just* with the present perfect simple to talk about actions that have finished very recently.

- Akil has **just** got back from holiday.

Use *already* and *yet* with the present perfect simple to talk about actions that happened in a time up until now. Use *already* to suggest that something happened sooner than expected. Use *yet* to make questions or negative statements about an action that is expected to happen.

- Kamal and Malik are leaving in six months and they have **already** booked their tickets!
- Have you bought your tickets **yet**?
- I haven't packed my suitcase **yet**. I'm going to do it tonight.

Present perfect continuous + *for/since* (page 46)

Form

	Form	Example
Affirmative	*Have/has* + *been* + present participle	She has been swimming in the pool.
Negative	*Have not (haven't)/has not (hasn't)* + *been* + present participle	We haven't been waiting long.
Question	*Have/has* + subject + *been* + present participle	Have you been trying to call me?

Use

Use the present perfect simple and the present perfect continuous to talk about actions or states that started in the past but also relate to the present; either they continue, or they have an effect on the present.

- I have been working all day.
  (and I'm still working)
  (but have stopped working as I am tired)

Use the present perfect simple to talk about states, with verbs like *know, like, be* and *understand*.

- I have known Atif for ten years.

Use the present perfect continuous to talk about actions.

- I've been shopping. What have you been doing?

Use the present perfect simple and the present perfect continuous with *for* and *since* to talk about how long something has been true.

Use *for* when talking about a period of time, for example with phrases like *a year, three days, two hours, a long time*.

- I have been looking for you **for** three hours.

Use *since* when describing something that began at a particular point in time, for example with phrases like *2005, January, yesterday, my birthday,* and continue to the present.

- We have been coming here for our holidays **since** 2002.

Present perfect simple and past simple (page 47)

Use the present perfect simple to talk about situations that started in the past and continue now. It is often used with words like *for* and *since*.

- Malik has lived in Basra for ten years.

Use the present perfect simple to talk about events that took place in a time that hasn't finished. It is often used with words like *this year* and *today*.

- I haven't seen Isam this morning.

Use the past simple to talk about events that started and finished in the past. It is often used with words like *last week* and *an hour ago*.

- They left for Egypt last Tuesday.

Past perfect (page 48)

Form

	Form	Example
Affirmative	*Had* + past participle	We stayed in a hotel where we had stayed before.
Negative	*Had not (hadn't)* + past participle	When it was time to go, I still hadn't found my passport.
Question	*Had* + subject + past participle	Had you travelled abroad before or was this your first trip?

Use

When you are talking about two events in the past, use the past perfect to talk about the event that happened first. Use the past simple to talk about the other event.

- We had to buy new clothes because the airline had lost our baggage.
- I was waiting in the check-in line when I realized I had forgotten my passport.

Use the past simple, not the past perfect, when retelling a series of events in order.

- We showed the agent our boarding passes and got on the airplane.
- I bought some postcards, then I went back to my hotel.

Defining and non-defining relative clauses (page 50)

Relative clauses are clauses that give more information about a noun. They often begin with a relative pronoun such as *who, that* or *which*.

- I like hotels **that** have a swimming pool.

Defining relative clauses give information about the noun that is necessary to understand the sentence.

- The man who owns Safar Tours is on TV tonight.
  (There will be many men on TV tonight. The relative clause is necessary for us to understand which man is going to be on TV.)

- The boy whose book I borrowed is in my class. *(The relative clause tells us which boy the speaker is talking about.)*

The relative pronouns you can use in a defining relative clause are:

- **who** for people
- **that** and **which** for things
- **where** for places
- **whose** to show possession

Non-defining relative clauses give additional information about the noun, but are not necessary to help you understand the sentence. There are commas before and after non-defining relative clauses.

- Sami, who has never left the country, is going to England for his holiday. *(The relative clause gives interesting information about Sami, but is not necessary for us to understand who Sami is.)*
- The Sunbeam Hotel, which is very close to the beach, is the best hotel in town. *(The relative clause gives us more information about the hotel, but the sentence would make sense without it.)*

The relative pronouns you can use in non-defining relative clauses are the same as for defining relative clauses, except that you **cannot** use *that*.

UNIT 6

Passive form *(page 55)*

Form

The passive is formed with the verb *to be* + past participle.

	Form	Example
Present simple passive	*am/is/are* + past participle	A statement is mailed to you every month.
Past simple passive	*was/were* + past participle	The account was opened on 30 October.
Future simple passive	*will be* + past participle	Your name and address will be printed on your cheques.
Present continuous passive	*am/is/are being* + past participle	A new bank is being built in my neighbourhood.
Past continuous passive	*was/were being* + past participle	Were your cheques being sent to the wrong address?
Present perfect passive	*have/has been* + past participle	My cheque hasn't been deposited yet.
Past perfect passive	*had been* + past participle	Since my credit card had been stolen, I had to pay cash for my ticket.

Use

Use the passive form when you don't know who is performing an action or you don't think it's very important to say who it is.

- My cheque book was stolen yesterday. *(The speaker doesn't know who stole it.)*
- A fee is charged if your account balance gets too low. *(We can guess that the bank charges the fee, so it isn't very important to mention this in the sentence.)*

Use the passive form with *by* if you want to focus on the action, but still want to say who performed it.

- This bill was paid last week **by** my father.

UNIT 7

Future simple *(page 65)*

Form

	Form	Example
Affirmative	*will* + infinitive	I will have a lot of work to do for this class.
Negative	*will* + *not (won't)* + infinitive	They won't finish their project on time.
Question	*will* + subject + infinitive	Will you see Kamal in class?

Use

Use the future simple to give opinions, make predictions or express hopes about the future, and to make promises.

- I won't get a good mark on this exam. It was too difficult.
- I will help you with your application.

Present continuous for future *(page 65)*

Form

	Form	Example
Affirmative	*am/is/are* + present participle	Qadir is meeting me in front of the library.
Negative	*am not/is not (isn't)/ are not (aren't)* + present participle	He isn't going home for the holidays.
Question	*am/is/are* + subject + present participle	Are you driving to school this morning?

Use

Use the present continuous to talk about fixed future plans. The present continuous is often used with a time or date.

- Salwa is taking an exam at nine o'clock tomorrow morning.

Going to for future *(page 65)*

Form

	Form	Example
Affirmative	*am/is/are + going to* + infinitive	I am going to work harder next year.
Negative	*am not/is not (isn't)/ are not (aren't) +* going to + infinitive	We aren't going to stay up late tonight.
Question	*am/is/are* + subject + *going to* + infinitive	Is Ali going to apply to the programme?

Use

Use *going to* to talk about an intention or a plan.

- Jafar is going to learn a new language to improve his job prospects.

Future continuous *(page 65)*

Form

	Form	Example
Affirmative	*will + be* + present participle	Malak will be going to university in the autumn.
Negative	*will not (won't) + be* + present participle	I won't be staying at a hotel because I can stay with friends.
Question	*will* + subject + *be* + present participle	Will your friends be arriving tonight or tomorrow?

Use

Use the future continuous to emphasize the ongoing nature of the action over a period of time. The period of time can be anything from an hour to a year or more.

- Between 10 and 11 tomorrow I'll be writing a report.
- Next year I will be studying English and Japanese.

Present simple for future *(page 65)*

Use the present simple to talk about future events that are on a schedule.

- My classes start tomorrow at nine o'clock.

Future in the past *(page 67)*

When talking about the past, we sometimes want to say how the future looked at the time. To do this, we use the past form of the appropriate future tense.

Future form	Future in the past form
will + infinitive	*would* + infinitive
am/is/are + present participle	*was/were* + present participle
am/is/are + going to + infinitive	*was/were + going to* + infinitive
will + be + present participle	*would + be* + present participle
present simple	past simple

Use

- I enrolled in a class on web design because I thought I would learn a lot.
- She couldn't come to the party because she was taking an exam the next day.
- I decided I was going to study languages when I was in 6th Preparatory.
- I knew Rashida would be sleeping late that morning, so I didn't call her until after noon.
- I went to the library at nine o'clock, but when I arrived I saw it didn't open until ten.

UNIT 8

Prefixes and suffixes *(page 74)*

Prefixes and suffixes are letters that we add to the beginnings and ends of words to change their meanings. Here are some examples of common prefixes and suffixes:

Prefix	Meaning	Example
anti	against	antipollution
bi	two	bicycle
co	together	coworker
de	reduce, remove, undo	defrost
eco	environment	ecosystem
inter	among, between	international
micro	very small	microscope
re	again	reread
tele	over a distance	television
trans	across	transcontinental

Suffix	Meaning	Example
able	capable of	renewable
al	related to	environmental
ation	action, process	celebration
en	made of	wooden
ful	full of	harmful
ist	person who does	scientist
less	without	heartless
ly	in this way	quietly
ology	science of	geology
ship	skill	craftsmanship

Note

There are other meanings for some suffixes. For example, *-al* can also mean 'the act or process of' as a noun suffix (e.g., *refusal*); *-ly* is also found in common words like *family, July, only, early, fly*.

Some irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
bring	brought	brought
break	broke	broken
buy	bought	bought
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	been/gone
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sing	sang	sung
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
write	wrote	written

Phonemic alphabet

Vowels	
iː	be
ɪ	fish
e	ten
æ	cat
ɑː	hard
ɒ	hot
ɔː	horse
ʊ	put
uː	shoe
ʌ	cup
ɜː	bird
ə	about
eɪ	train
əʊ	go
aɪ	time
aʊ	now
ɔɪ	toy
ɪə	hear
eə	chair
ʊə	tourist

Consonants	
p	pen
b	bad
t	take
d	dog
k	can
g	girl
tʃ	chip
dʒ	juice
f	foot
v	visit
θ	thin
ð	the
s	software
z	zoo
ʃ	she
ʒ	television
h	hot
m	man
n	no
ŋ	thing
l	leg
r	run
j	you
w	water

Adjectives + prepositions

Adjectives followed by *about*

- *angry (angry about something)*
- *annoyed (annoyed about something)*
- *excited*
- *sure*
- *worried*

Adjectives followed by *with*

- *angry (angry with someone)*
- *annoyed (annoyed with someone)*
- *bored*
- *disappointed*
- *pleased*

Adjectives followed by *of*

- *afraid*
- *frightened*
- *jealous*
- *proud*

Adjectives followed by *in*

- *interested*

Adjectives followed by *from*

- *different*

Adjectives followed by *at*

- *good*
- *bad*

Literature Focus

Section A: The Swing

Mohammed Khudhair



Mohammed Khudhair is an Iraqi writer. He was born in Basra in 1942. He finished his primary, intermediate and secondary study in Basra. He joined the High School for Teachers and finished his study there in 1961. He taught at schools in Diwaniyya, Nassiriya and Basra for more than thirty years. His first short stories appeared in *The Iraqi Writer (Al Adeeb Al Iraqi)* magazine in 1962.

His short stories are translated into English, Russian and French. He has won many prizes, including the *Sultan Al Owais's Award* in the United Arab Emirates in 2004 and the *Gold Pen Award* from the General Union of Iraqi Writers in 2008.

He achieved fame in the Middle East after publishing his two short stories 'The Swing' and 'Melodies on the String of Rubaaba' in the *Beirut Arts* magazine.

His best works include 'The Black Kingdom', 'At 45 centigrade', 'Autumn Dream', 'Embalmment', 'Gardens of Faces' and the novel *Basriata*.

The Swing

'The Swing' is one of the best short stories about war. Mohammed Khudhair wrote this short story after the summer 1967 war against Israel. Khudhair later wrote:

> I was 25 years old when I wrote 'The Swing'. I actually found it very difficult to control the personal feelings storming inside a young man with crude experience in politics and war. Yet, I was fully aware of the conditions of story-writing.

'The Swing' is a severe condemnation of war wherever it happens. It is a sincere invitation to sustain family life, to make childhood secure and to love one another.

It tells about a soldier, Sattar, who has just returned from the hell of war carrying a message for the family of his friend. His friend, Ali, was killed in battle, leaving his mother, his wife and his little daughter, Haleema.



An indescribable dialogue goes on between Sattar and the little girl while he sways her in her swing. He tries to convince the child that her father is like smoke and she can see him only when she closes her eyes. Sattar cannot find any other way to inform the little girl and her family that his friend Ali has left forever, though he left honourably.

The story stresses that war destroys everything. It leads to nothing but death, deprivation and destruction.

Excerpt from 'The Swing'

Haleema's grandma said, 'As for your father's news, you will just have to wait until he's here on leave.'

The visitor said, 'Yes, what news! Great news, Haleema.'

He heard Haleema saying, 'The swing has slowed down, sway me now.' He came out of the tree's shadow with a wet face.

Haleema asked him, 'Have your eyes turned red?'

'No, this happens to those who swim,' he replied. Haleema said, 'No, Dad's eyes never turned red.'

The visitor put his hands on the two ends of the swing seat and pushed it up. He couldn't see her in the sun and when the swing came down he embraced it, stopping its movement. 'How are you feeling now, Haleema?' he asked her.

'Why did you stop it? It was an excellent push. No one ever swayed me like that before,' she said.

She disappeared again in the sun, her head lying on her stretched arm, her face straight and her eyes closed. She said, 'I can see my dad. Here he is, swaying me in his lap. But he's not talking, like a mute. He shaved his hair just like you, and as if I were a stranger to him, he didn't recognize me nor did he talk to me.' Then she opened her eyes and said, 'Where did he go? He was right here with me, swaying me.'

'He vanished. Every time you open your eyes, he vanishes,' the visitor replied.

The girl asked again, 'Where did he disappear to?'

'Let us look for him, Haleema. Has he climbed the palm tree? Well, I guess not, or else we would have seen him. Has he dived into the water? No, had he stayed long underwater, he would have drowned. Oh! Well do you know where he went? He's in that bag … do you see it, Haleema?'

'Which bag?' the girl asked.

'That one, on the other bank of the river, the bag hanging from the bicycle,' he replied.

'That small bag? How could his body fit into it?' the girl wondered.

'Well, he's like smoke. Always remember, Haleema, he's like smoke.'

'I didn't see him well, I was sitting in his lap,' Haleema said.

'Do you want me to sit with you on the swing?' the visitor interrupted. He stopped the ropes and lifted her onto his lap while he sat down on the swing. He was swaying the swing with his feet when her grandma came up with a loaf of bread in her hands.

'Aren't you feeling hungry yet? Eat this while we wait for your grandpa for lunch together. I am going up to feed the pigeons.'

She divided the hot loaf of bread between them. They asked her to sway them before she headed to the rooftop. 'Am I able to sway you?' the grandma said before leaving.

The swing ropes moved slowly, then the swing's movement became faster and faster until it was no longer in the tree's shade. It flew over the stream of water while the grandma disappeared behind the shed.

'Lean on my chest, Haleema, and close your eyes,' the visitor said.

'But your clothes are wet!' said Haleema.

'I didn't dry my body well,' he answered.

'Do you like bamber?' the girl asked.

'Yes, I'd love to have some,' he replied.

'I don't like it … What's your name?' she added.

'Sattar,' the visitor answered.

'You have the same name as the mayor's son. We play behind the dead parlour and he wants us to go in.'

'You mean the funeral parlour?' he asked her.

'Yes, show me my dad now.'

'I can see him coming out of the bag and heading toward us. Without a head or hands and legs or even clothes, just like smoke,' he added.

'Yes, yes,' she muttered.

'Let him come close. Pretend that you are sleeping. Do not frighten him because he only likes those who are sleeping like the dead,' the visitor said.

'Have you slept, Haleema?' Sattar said, after a short while.

'He came out of the bag like smoke and didn't speak at all,' Haleema said.

'And where is he now?' he asked her.

'I don't know. He's gone. He has dived into the river.'

1 **Give suitable meanings for the underlined words and expressions.**

2 **Complete the following statements with information from the text.**

1 Sattar came to his friend's house to ______________________________.

2 In 1967, ______________________________.

3 Sattar and Haleema ate ______________________________ before lunch.

3 **Discuss how the visitor tried to convey his message.**

4 **What moral lessons does the writer try to give in 'The Swing'?**

Section B: The Canary

'The Canary',

by Katherine Mansfield



... You see that big nail to the right of the front door? I can scarcely look at it even now and yet I could not bear to take it out. I should like to think it was there always even *after my time**. I sometimes hear the next people saying, 'There must have been a cage hanging from there.' And it comforts me. I feel he is not quite forgotten.

... You cannot imagine how wonderfully he sang. It was not like the singing of other canaries. And that isn't just my fancy. Often, from the window I used to see people stop at the gate to listen, or they would lean over the fence by the mock-orange for quite a long time—carried away.

For instance, when I'd finished the house in the afternoon, and changed my blouse and brought my sewing on to the verandah here, he used to *hop**, hop, hop from one *perch** to another, tap against the bars as if to attract my attention, sip a little water, just as a professional singer might, and then break into a song so *exquisite** that I had to put my needle down to listen to him. I can't describe it; I wish I could. But it was always the same, every afternoon, and I felt that I understood every note of it.

... I loved him. How I loved him! Perhaps it does not matter so very much what it is one loves in this world. But love something one must! Of course there was always my little house and the garden, but for some reason they were never enough. Flowers respond wonderfully, but they don't *sympathise** ... I loved the evening star ... But after he came into my life I forgot the evening star; I did not need it any more. But it was strange. When the Chinaman who came to the door with birds to sell held him up in his tiny cage, and instead of fluttering, fluttering, like the poor little *goldfinches**, he gave a faint, small chirp, I found myself saying, just as I had said to the star over the gum tree, 'There you are, my darling.' From that moment he was mine!

... It surprises me even now to remember how he and I shared each other's lives. The moment I came down in the morning and took the cloth off his cage he greeted me with a drowsy little note. I knew it meant 'Missus! Missus!' Then I hung him on the nail outside while I got my three young men their breakfasts, and I never brought him in, to do his cage, until we had the house to ourselves again. Then, when the washing-up was done, it was quite a little entertainment. I spread a newspaper over a corner of the table and when I put the cage on it he used to beat with his wings, *despairingly**, as if he didn't know what was coming. 'You're a regular little actor,' I used to scold him. I *scraped** the tray, dusted it with fresh sand, filled his seed and water tins, tucked a piece of *chickweed** and half a chili between the bars. And I am perfectly certain he understood and appreciated every item of this little performance. You see by nature he was exquisitely neat ... And you'd only to see him enjoy his bath to realise he had a real small passion for cleanliness ...

... Company, you see, that was what he was. Perfect company. If you have lived alone you will realise how precious that is. Of course there were my three young men who came in to supper every evening,

and sometimes they stayed in the dining-room afterwards reading the paper. But I could not expect them to be interested in the little things that made my day … But I remember feeling so especially thankful that I was not quite alone that evening. I told him, after they had gone out. I said, 'Do you know what they call Missus?' And he put his head on one side and looked at me with his little bright eye until I could not help laughing. It seemed to amuse him.

… Have you kept birds? If you haven't all this must sound, perhaps, *exaggerated**. People have the idea that birds are heartless, cold little *creatures**, not like dogs or cats. My washerwoman used to say every Monday when she wondered why I didn't keep 'a nice fox terrier.' 'There's no comfort, Miss, in a canary.' Untrue! Dreadfully untrue! I remember one night. I had had a very *awful** dream … even after I had woken up I could not get over it. So I put on my dressing-gown and went down to the kitchen for a glass of water. It was a winter night and raining hard. I suppose I was still half asleep, but through the kitchen window… it seemed to me the dark was staring in, *spying**. And suddenly I felt it was unbearable that I had no one to whom I could say 'I've had such a dreadful dream,' or—or 'Hide me from the dark.' I even covered my face for a minute. And then there came a little 'Sweet! Sweet!' … 'Sweet! Sweet!' said the darling little fellow again, softly, as much as to say, 'I'm here, Missus! I'm here!' That was so beautifully comforting that I nearly cried.

… And now he's gone. I shall never have another bird, another pet of any kind. How could I? When I found him, lying on his back, with his eye *dim** and his claws *wrung**, when I realised that never again should I hear my darling sing, something seemed to die in me. My heart felt hollow, as if it was his cage. …

Glossary

after my time	after her death
hop	small jump
perch	a place where a bird rests
exquisite	very beautiful
sympathise	show understanding
goldfinches	small birds with yellow on their wings
despairingly	with sadness and worry
scraped	removed the dirt
chickweed	small plant with white flowers
exaggerated	made more important than it really is
creatures	animals
awful	upsetting, terrible
spying	watching her secretly
dim	dark, lifeless
wrung	curled up

1 **In no more than 200 words, write a summary of Katherine Mansfield's short story.**

2 **Do you find it easy to *sympathise** with the woman? Why, or why not?**

3 **Match the words in list A with the words in list B that have the same meaning.**

	A		B
1	scarcely	a	enjoyed, was grateful for
2	fancy	b	cleaning the dishes
3	blouse	c	tidy
4	washing-up	d	imagination
5	appreciated	e	woman's shirt
6	neat	f	hardly
7	precious	g	asked or thought about
8	wondered	h	valuable

4 Look up the ten underlined words in the story in your dictionary. What does each word mean?

5 Try to use five of the words from the Glossary in sentences of your own.

6 Choose three phrases in the story that create a strong image for you, e.g., the nail that held the cage (described in the first paragraph). Try to explain how each phrase creates an image when you are reading it.

Checklist for written work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases (e.g., *first*, *next*, *then*, etc).
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

Transcript

Unit 1 Lesson 1

Section 1

D Listen and choose the correct word to end each sentence. Write the numbers 1 to 6 in the correct boxes.

One

Woman: *What did the doctor do?*

Girl: *She told me to open my mouth and say 'Aah.' Then she looked at my throat.*

Two

Boy: *One minute I feel hot and the next minute I feel cold. I think I have a temperature.*

Three

Girl: *I spilt boiling water on my foot. It's very badly burnt.*

Four

Boy: *What does the x-ray show, doctor?*

Female doctor: *Your wrist is fractured.*

Five

Girl: *I was running in high heels and my foot went over. Now my ankle is really swollen.*

Six

Mother: *Why aren't you eating your lunch, darling?*

Small boy: *I can't. My throat hurts too much when I swallow.*

Unit 1 Lesson 2

Section 2

Listen and check your answers.

Adil: *I've hurt my wrist.*

Nurse: *Sit down, please. I need to take your details.*

Nurse: *The doctor will see you very soon, Adil.*

Doctor: *How did you do it?*

Adil: *I was ice-skating and I fell over.*

Adil: *Do you think it's broken?*

Doctor: *Probably not. But you need to have an x-ray to make sure.*

Adil: *Is it broken?*

Adil: *I'm afraid so. It's fractured here.*

Doctor: *I'm going to put your wrist in plaster.*

Adil: *How long will I have to keep it on?*

Doctor: *Six weeks.*

Unit 1 Lesson 4

Section 3

A Listen and check your answers.

Man: *Every year, around 114,000 smokers in the United Kingdom die from their habit. That's about 300 people every day.*

Woman: *Smoking in Britain is highest in the 20–24 age group.*

Man: *It is illegal to sell cigarettes to children under the age of 16.*

Yet 20% of Britain's 15-year-olds are regular smokers.

Woman: *More than 80% of smokers take up the habit when they are teenagers.*

Man: *People who smoke a packet of cigarettes a day die on average 7 years earlier than people who have never smoked.*

Woman: *Every day in the United Kingdom, approximately 450 young people under the age of 18 start smoking.*

Man: *The British Government currently spends around £30 million a year on anti-smoking education campaigns. A further £41 million is spent on measures to help people give up smoking.*

Woman: *More people in Britain die from smoking than from road accidents, poisoning and AIDS.*

Unit 2 Lesson 1

Section 4

Now listen to two people talking.

Speaker 1: *I used to drive too fast. I thought speeding was fun and I didn't realize how dangerous it was. Then one day I drove by a police car. The speed limit was 110, but I was driving much faster. The police officers had a radar gun, and they knew I was driving too fast. They pulled me over and gave me a speeding ticket. I was about to leave when one of the officers gave me a piece of paper. It was a photo from a newspaper that showed a five-car crash. It was terrible. The police officer told me it happened because someone was speeding. I realized that by driving too fast I could get hurt and hurt other people too. So I decided never to speed again. If I want to go fast, I can go on a rollercoaster!*

Speaker 2: *You can get a lot of information from a crime scene. Footprints can tell you what type of shoes a thief was wearing, how big his feet are, and even how tall he is. Sometimes we find fingerprints. A person can leave fingerprints if his hands are dirty. Then the fingerprints are easy to find. But people leave fingerprints even when their hands are clean. We can see them only after putting a special powder on them. Matching fingerprints used to be difficult. Now it's much easier because computers can do a lot of the work.*

Unit 2 Lesson 2

Section 5

B Listen and answer the questions.

Question: *Is being a policeman dangerous?*

Answer: *Sometimes. It can be dangerous when you have to arrest somebody or stop a fight. But it isn't dangerous all the time. When you are trying to find drivers who are speeding it can even be a bit boring, because you spend a lot of time waiting. One of the most important qualities a policeman must have is patience.*

Question: *Do you have to work at night?*

Answer: *There are always officers at the station to help people at any time of the day or night. But we don't have to work every night. We usually take turns so we can spend some time at home with our family and friends.*

Question: *What do you like best about being a policeman?*

Answer: *Well, I like solving crimes. It can be very interesting. Sometimes it's a bit like solving a puzzle. I also like the feeling that I'm helping people. If people don't obey the law, others can get hurt. So when I arrest a criminal or stop a driver from speeding, I know that I'm making our city a better place to live.*

Unit 2 Lesson 3

Section 6

Listen and check your answers.

Conversation 1

Airline agent: *Hello. I'd like to ask you a few questions about your baggage.*

Father: *Of course.*

Airline agent: *Could you tell me who packed your bags, please?*

Father: *We did. Last night.*

Airline agent: *Since then, have you left your baggage unattended at any time?*

Father: *No, we haven't.*

Airline agent: *Are you carrying any sharp objects, gases or chemical products?*

Father: *No, we aren't.*

Airline agent: *Has anyone asked you to carry anything in your baggage for them?*

Father: *No, no one has.*

Airline agent: *Thank you, sir. Have a good flight.*

Conversation 2

Security guard: *Good morning, sir. Would you put your bag on the conveyor belt, please?*

Malek: *Oh. Of course. What is that machine for?*

Security guard: *It x-rays your bag. That way we can make sure you're not carrying anything dangerous.*

Malek: *But I'm not!*

Security guard: *I'm sure you're not. But we have to check everybody's bag. That's the rule. Could*

you empty your pockets, please?

Malek: *Uh, sure.*

Security guard: *Now please walk through the metal detector.*

[beeping noise]

Security guard: *Is there anything left in your pockets?*

Malek: *Oh, yes. My keys. Sorry!*

Security guard: *That's all right. Just put them in the tray and walk through again. Thank you. Have a good flight.*

Conversation 3

Father: *Shall we get some magazines before boarding?*

Malek: *That's a good idea. Let's get some drinks too.*

Mother: *I'll stay here with the bags if you want. Can you get me an orange soda?*

Father: *Of course.*

Loudspeaker voice: *Would the owner of a red nylon bag with green straps please come and get it immediately? Reminder to all passengers: please do not leave your baggage unattended. Unattended baggage will be disposed of by security staff.*

Malek: *What does that mean?*

Father: *It means you should always have your baggage with you. If you don't, someone from security might think it has something dangerous in it and take it away.*

Malek: *Oh no!*

Father: *What's the matter?*

Malek: *I think that's my bag!*

Conversation 4

Passport agent: *May I see your passport, please?*

Father: *Certainly.*

Passport agent: *Are you travelling alone?*

Father: *No, with my wife and my son.*

Passport agent: *Could I have their passports?*

Father: *Here you are.*

Passport agent: *Are you travelling for business or pleasure?*

Father: *For pleasure.*

Passport agent: *Where will you be staying?*

Father: *With my brother, in Baghdad.*

Passport agent: *Thank you. Enjoy your visit.*

Conversation 5

Customs official: *Good morning. Do you have anything to declare?*

Malek: *Well, I've brought some gifts for my aunt and uncle.*

Customs official: *What have you brought them?*

Malek: *A book for my uncle and some chocolates for my aunt.*

Customs official: *Are you carrying any cigarettes, plants or animals?*

Malek: *No, I'm not.*

Customs official: *Which bag is yours, please, sir?*

Malek: *The red one.*

Customs official: *Could you open it, please?*

Malek: *Yes, of course.*

[zipping sound]

Customs official: *Well, that's fine, then. Have a pleasant stay in Baghdad.*

Malek: *Thank you.*

Unit 2 Lesson 4

🎧 Section 7

Listen and complete the notes.

Samir: *Could I speak to Mr Hazem?*

Secretary: *May I ask who's calling?*

Samir: *This is Samir Esam.*

Secretary: *Just a moment, please.*

Mr Hazem: *Hello.*

Samir: *Good morning. Is that Mr Hazem?*

Mr Hazem: *Yes, speaking.*

Samir: *I'm calling about your advert in yesterday's paper.*

Mr Hazem: *Very good. Shall I tell you a bit about the job?*

Samir: *Yes, please.*

Mr Hazem: *We need someone who is very reliable and can come to work on time every day. Work starts at 6 a.m. You may need to work some weekends, but not at night.*

Samir: *That's fine. I like getting up early.*

Mr Hazem: *Good. Our security guards also need to be very fit. There are security cameras in the building, but you'll have to walk around the building every hour, and it can be a bit tiring. When you're not walking around the building, you'll have to watch television screens that show what is happening in different areas.*

Samir: *Will I have to arrest people?*

Mr Hazem: *No! If you see anything unusual, you'll call the police.*

Samir: *Oh, good.*

Mr Hazem: *You also must be very friendly and like talking to people, especially if you work in a mall or an office building. A lot of people go to those buildings, and many of them will ask for information or directions.*

Samir: *That's fine. I enjoy talking to people.*

Mr Hazem: *Then you should enjoy the job. One more thing: you need to be computer literate for this job because you need to write reports at the end of every day. Can you use a computer?*

Samir: *Yes, my father's got a computer at home.*

Mr Hazem: *Well then, you shouldn't have any difficulty using our computers. All right then, would you like to come in for an appointment?*

Samir: *Yes, I would. What is a good time?*

Mr Hazem: *How about tomorrow at 10.00?*

Samir: *That's fine.*

Mr Hazem: *Do you have an e-mail address?*

Samir: *Yes, I do.*

Mr Hazem: *Good, I'll send you the directions by e-mail. They're very clear. You shouldn't have any trouble finding us.*

Unit 3 Lesson 1

Section 8

Listen and match.

Zaid: *Hello. I'm Zaid. I'm the manager of the Sheraton Hotel in Hurghada, Egypt. I love my job because it's so varied.*

Nada: *My name's Nada. I'm a presenter on Al Jazeera television. I really enjoy my work, but it can be quite stressful sometimes.*

Ousama: *I'm Ousama. I'm a pilot with Iraqi Airways. My favourite route is Baghdad – Bangkok. In my opinion, being a pilot is the most satisfying job in the world.*

Faten: *My name's Faten. I'm a computer programmer. I work for a big company and I'm quite well-paid.*

Unit 3 Lesson 2

Section 9

Listen and check your answers.

Advisor: *What would you like to do when you finish studying?*

Ramiz: *I'm not sure yet. But I'm very interested in ecology and the environment.*

Advisor: *If you're good at science and geography, there are lots of jobs to choose from.*

Ramiz: *I love them both. They're my favourite subjects.*

Advisor: *Well, how about a career in water technology? That's really important in this country.*

Ramiz: *What exactly does water technology involve?*

Advisor: *If you work in water technology, you look for ways of conserving water and purifying it.*

Ramiz: *Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of qualifications do I need?*

Advisor: *First of all, you need to get a degree. You could choose from environmental science, geology or even engineering.*

Ramiz: *Which university offers those courses?*

Advisor: *I have to check. If you come back next week, I'll have the answer.*

Unit 3 Lesson 3

Section 10

Listen and read.

Cathy: *If you could have any career in the world, what would you choose?*

Maryam: *I'd like to be a pilot.*

Cathy: *Do you think that dream is ever going to come true?*

Maryam: *No, I don't. It's just a dream. My parents wouldn't approve of it. They want me to train as a doctor.*

Cathy: *What if you refused?*

Maryam: *Are you joking? They'd be really upset if I refused.*

Cathy: *But it's your dream.*

Maryam: *I know. But I could never be a successful pilot, anyway.*

Cathy: *What do you mean?*

Maryam: *If I was a pilot, nobody would fly with me.*

Cathy: *Why not?*

Maryam: *Because I'm a bit scared of heights!*

Cathy: *If I were you, I'd train as a doctor and have flying lessons in my free time.*

Maryam: *What free time? Medical students don't have any free time!*

Unit 3 Lesson 6

Section 11

Listen and complete the captions.

Hello, my name's Mustafa Ali and I'm a movie director. I'm pretty successful and I really enjoy my job. But it wasn't easy finding the right career. When I was young, I tried quite a few courses and jobs. Somehow, none of them were right for me.

My mother suggested I should train as a pilot. So I went to the flying academy, where I had to take a lot of tests. I failed the eye test and they told me I couldn't become a pilot.

When I was eighteen, I started training to be a doctor. Halfway through my course, I realized that I was scared of blood. So I knew it wasn't the right profession for me.

My father was an engineer. When I gave up medicine, he said I should become an engineer like him. One day, I went with him to see a dam that he was building. It was really high and I suddenly got dizzy. My legs felt weak and I nearly fell off the side of the dam. I realized then that I was scared of heights and I told my father I could never be a successful engineer.

Some months later, I joined the police force. One day, I had to chase a thief but I couldn't run fast enough. I just wasn't fit enough. So I gave up being a policeman.

Later, I got a job as a tour guide. There were tourists from all over the world: Britain, France, Japan, China, Italy. I couldn't communicate with most of them because I didn't speak enough languages. So I wasn't a very good tour guide and my boss asked me to leave.

Unit 3 Lesson 7

Section 12

Listen and check your answers.

Learn English in the UK at Birchwood International College! We have colleges in 24 different locations across the country. Choose a busy city, where you can enjoy shopping, eating out and nightlife. Or opt for a village in the English countryside, where you will enjoy beautiful surroundings, lovely walks and a slower pace of life.

All our teachers are qualified and highly experienced. Classes are small, which means that you will be sure of a high level of individual attention. Our courses, which run throughout the year, are tailored to your needs and our friendly staff are always on hand to offer expert advice. Choose from courses of one week to 3 months duration.

We offer a choice of accommodation to suit your needs. If you choose homestay, you will stay in an English home, which means you will have the opportunity to experience family life in Britain. You will also be able to practise your English in the evenings.

In 12 of our locations, you can choose residential accommodation. We have our own students' hostels where we can offer comfortable accommodation in single rooms. Breakfast is provided and students can buy other meals in the on-site canteen.

Download an application form from www.birchwoodcollege.org.uk and return it with a recent passport photo to Birchwood International College, PO Box 222, Truro TR22 9DR.

Unit 4 Lesson 1

Section 13

Listen and check your answers.

Dear Badria

I'm sorry I haven't been in touch recently. This year has been really busy. My brother, Rashid, and I set up our own company last September. It's called Rashid and Rana Designs. We produce shirts and jeans. I am the designer, and Rashid does all the marketing. Our cousin, Salima, works as Rashid's personal assistant.

We invested a lot of money in the business, so we are not yet making a profit. But sales are very good and we are exporting a lot of clothes to the

UAE, Oman, Bahrain and even the UK. Of course, it is difficult to compete with the Chinese market. They produce such cheap clothes in China. But our designs are very original. And they are very popular in the Gulf. So the future looks very bright, thank God.

Two months ago we went to Lebanon and Morocco to choose cloth for our spring designs. We found some beautiful silk and cotton fabrics. And last month we flew to London to show our new shirts at London Fashion Week. We had a great time. There was a lot of interest in our designs. We signed contracts with three London department stores. And a lot of rich and important people bought our silk shirts!

On our way back, guess who we saw at Heathrow Airport? We were waiting for our flight back to Baghdad when our old school friend, Muna Shakir, walked past with … You will never guess! Ghassan Ahmed! Yes! Apparently they got married two years ago. And they now have a beautiful little boy called Kamal.

Let's keep in touch. Come and stay with us in Baghdad whenever you like.

Lots of love
Rana

Unit 4 Lesson 6

Section 14

Listen and check.

Dear Ms Foxton
I saw the advertisement in the Times *of 23rd June for customer service staff and would like to apply.*

As you will see from my enclosed CV, I left school a year ago with A levels in Geography and Media Studies. Since then I have done a one-year Foundation course in Business Studies. I am now keen to find a full-time job in an expanding company which will give me opportunities for career development. I am very impressed with TalkTel's reputation.

I have considerable experience of sales, having worked part-time as a sales assistant at weekends and in the holidays for the past two years. My current part-time job is in an electrical goods store, where I have a good record. The store manager, Mrs Willis, will be happy to confirm this.

Although I do not have any previous experience in customer service, I feel I have the personal qualities that you are looking for.

I look forward to hearing from you.
Yours sincerely
Jackie Liu

Unit 5 Lesson 2

🎧 Section 15

Listen to different people talking about points related to holidays. Match them to the topics below. Write the correct number in each box.

Announcer: One

Girl: *It took six hours from London to Washington. The food was awful but the films were OK. I watched two and slept the rest of the time.*

Announcer: Two

Boy: *Have a look at them. They're full of colour photos of luxury hotels on the beach and beautiful places to visit in the area.*

Announcer: Three

Girl: *On the first day there's a jeep trip to the desert. On the second day there's a bus trip to a souq. On the third day there's a trip to the camel races.*

Announcer: Four

Boy: *The waiters were terrible. They were really slow and one of them spilt soup on my shirt.*

Announcer: Five

Girl: *There are candles and flowers everywhere and the music is amazing. The people there are always really friendly and cheerful. It's a place where you always feel good.*

Announcer: Six

Boy: *There's plenty to do there – golf, tennis, windsurfing, walks.*

Announcer: Seven

Girl: *What shall I book for next week – a hotel or a self-catering apartment?*

Unit 5 Lesson 4

🎧 Section 16

Listen to the dialogue and fill in the gaps with the correct words.

Katie: *Hi, Muna. What are you doing with all those holiday brochures?*

Muna: *Oh, I'm just doing a bit of research on holiday deals in Thailand. Have you ever been there?*

Katie: *Yes. We had a family holiday there a couple of years ago.*

Muna: *So, which places did you go to?*

Katie: *Well, we spent a week in Bangkok to get a flavour of the city life and then two weeks on the beach in Phuket.*

Muna: *I'm sure that was beautiful!*

Katie: *It was amazing! I really enjoyed it. Well, we all did. There was something for everyone.*

Muna: *We're looking for a package deal.*

Katie: *That's a good way to do it. At least you know where you're going and what you're doing. And it often works out cheaper in the long run. Have you found one yet?*

Muna: *No, but there are two or three that look really good. Which hotel did you stay at in Bangkok?*

Muna: *We stayed at the Golden Palace for the first two nights. Then we moved on to the Marriott. The service was excellent in both of them.*

Muna: *And what did you think of Thai food?*

Katie: *Oh, it's delicious. Haven't you ever tried it?*

Muna: *I had green curry once. I really didn't like it.*

Katie: *Why not?*

Muna: *It nearly burnt a hole in my mouth!*

Unit 6 Lesson 1

Section 17

Listen to Rami and his brother talking. Underline the items on the bank statement that they talk about.

Aziz: *Hi, Rami. What are you doing?*

Rami: *I'm trying to understand something I got from my bank. I'm not sure what it is.*

Aziz: *Let me see. Oh, that's your bank statement. This is a paper that you'll get every month from your bank. It's really important because it shows you how much money went in and came out of your account every month. You should look at it carefully and check it to make sure there aren't any mistakes.*

Rami: *Can you help me figure out what it all means?*

Aziz: *Sure. Look, to the left of the title 'bank statement' is the name of your bank. Then there's information to identify the bank account. Your name is on the left. Your account number, which is an eight-digit number, appears on the top right. That's straightforward, right?*

Rami: *Sure, that's easy.*

Aziz: *A transaction is an activity in your account. So the second column is where the bank says what happened in your account during the month, if you wrote a cheque or deposited money, for example. The date when that transaction happened is on the left.*

Rami: *And what does 'balance' mean?*

Aziz: *The balance is the total that is left in your account after each transaction. The first entry, which says opening balance, shows the amount that was in your account at the beginning of the month.*

Rami: *And under that it says cheque number. 001. That must be a cheque I wrote.*

Aziz: *Yes, and further down there are more cheques. See? Numbers 002, 003 and 004. You wrote a lot of cheques last month!*

Rami: *Yes. I remember no. 001 was to my dentist. The others are on the same day. Those must be from the day I went to the mall. I bought some CDs, some clothes and some computer games by cheque that day.*

Aziz: *Oh, can I see your games?*

Rami: *Sure, but can you help me with the rest first?*

Aziz: *Yes, well, cash withdrawal means you took money out of your account, probably at an ATM.*

Rami: *Yes, I did.*

Aziz: *And deposits are transactions when you put money into your account.*

Rami: *Yes, that was my first pay cheque from my new job.*

Section 18

Complete the definitions.

Bank card: a piece of plastic you can use to pay for things or get money in the street.

ATM: somewhere you can get money using a bank card.

PIN: A secret number you can use with a bank card to stop others using it.

Cheque: A piece of paper you can use to pay for things.

Credit card: A piece of plastic you can use to buy things and pay for them later.

Unit 6 Lesson 2

Section 19

Listen to the conversation between the girl and a banker and tick the things they talk about.

Girl: *Good morning. I'd like some information about opening an account.*

Woman banker: *Of course. What kind of account would you like to get?*

Girl: *Well, I'm not really sure. What kinds of accounts do you have?*

Woman banker: *Well, first of all, are you over 17?*

Girl: *Yes, I'm 18. Why?*

Woman banker: *Well, we have special accounts for people under 17. But if you're 18, you have different accounts to choose from. If you get a savings account, you get a credit card. The interest is paid by the bank every six months.*

Girl: *That sounds like a good account. Can I get a cheque book? I think I'll need a cheque book to pay bills.*

Woman banker: *No. Cheque books aren't*

provided with a savings account. But you get a free cheque book if you open a current account.

Girl: *And can I get an ATM card too? I want to be able to get cash easily.*

Woman banker: *Yes. The cards can be used at any ATM machine in the country. You can also make withdrawals all over the world if you need money while you're travelling.*

Girl: *What do I need to do to open an account?*

Woman banker: *You need to have an identity card and to deposit 60,000 Iraqi dinars. If you have less than 20,000 Iraqi dinars in your account, we charge a fee of 10,000 Iraqi dinars per month.*

Girl: *That's a lot of money. I haven't got a job. I'm a student, I'm starting university next autumn.*

Woman banker: *Oh, then you should get a University student account. You don't have to maintain a minimum balance.*

Girl: *Do you have a branch near the university?*

Woman banker: *Yes, we do. It is being renovated, but it will open again next month.*

Girl: *That's great. I think I'll open a student account then.*

Unit 6 Lesson 4

Section 20

Listen to the conversations. Match them with the pictures.

Conversation 1

Banker: *Good morning. Can I help you?*

Customer: *Yes, I don't know what to do. I've lost my handbag. My wallet, with all my money and bank cards, was in it.*

Banker: *Are you sure you've lost it? Couldn't you have just left it at home?*

Customer: *No. I definitely had it when I was at the café. I was talking to my friend when we left and I think I left it on the table.*

Banker: *Did you go back to look for it?*

Customer: *Yes, it wasn't there. If I hadn't been in such a hurry, I wouldn't have left it there!*

Banker: *Don't worry. If we cancel your cards now, no one else will be able to use them. New ones will be sent to you very soon.*

Conversation 2

Customer: *Do you take credit cards?*

Cashier: *I'm sorry, we don't.*

Customer: *Can I pay by cheque?*

Cashier: *No, we only take cash.*

Customer: *I didn't know that.*

Cashier: *Look, it's on the sign.*

Customer: *Oh, no. If I'd known that, I would have brought cash.*

Cashier: *Well, if you went to the bank in the next street, you could get cash from the ATM.*

Customer: *Thank you very much.*

Conversation 3

Waiter: *I'm sorry, sir. Your credit card isn't working.*

Customer: *Could you try it again, please? It worked yesterday.*

Waiter: *I'm sorry, it still isn't working. Sometimes if you put in the wrong number several times, it gets blocked. Or you may have reached your credit limit. Would you like to pay by cheque instead?*

Customer: *Yes, that's a good idea.*

Conversation 4

Customer: *Good morning. Can you help me? My bank card didn't come out of the ATM.*

Banker: *Of course. Can you give me your account number? I'll check your account.*

Customer: *Yes, it's 92671098. Does this mean there's no money in my account?*

Banker: *No. If there was no money in your account, the machine would still give you your card back. I see the problem. Your card has expired.*

Customer: *It has?*

Banker: *Yes. Today is April 5 and your card was valid until April 4. We sent you a new card two weeks ago.*

Customer: *I never received it.*

Banker: *We'll cancel that one and send you a new one, then. You should receive it in three or four days.*

Unit 6 Lesson 6

Section 21

Read and listen to the conversation.

Ahlam: *Wow! Is that your car?*

Nour: *Yes! Nice, isn't it? I bought it yesterday. Do you want to go for a drive? We could go to the beach.*

Ahlam: *Sure, that's a great idea. I'd love a car like this one. How did you pay for it?*

Nour: *I got a car loan.*

Ahlam: *That's a good idea. Maybe I should do that. If I got a car loan, would I have to make a big down payment?*

Nour: *No. I didn't pay any money in advance at all. I just have to pay a certain amount every month.*

Ahlam: *That's even better! But the monthly instalments must be pretty high. What are they?*

Nour: *About 2 million Iraqi dinars. It wasn't that expensive, because it isn't a new car.*

Ahlam: *It looks new!*

Nour: *The owner took really good care of it. It's actually three years old.*

Ahlam: *How long do you have to pay it back?*

Nour: *Five years.*

Ahlam: *That's a long time. Won't it cost you a lot in interest?*

Nour: *Yeah. But it's worth it. This sort of car is a real investment. It won't lose money. In fact, it may even go up in value.*

Ahlam: *Well, I suppose it's more*

enjoyable than putting your money in the bank and waiting for it to earn interest! Maybe I should make an investment like this.

Nour: *Here we are. The beach. Do you think I can fit into that parking space?*

Ahlam: *Sure. Uh, no, maybe not. Oh no. I think one of your lights is broken.*

Nour: *Luckily, the loan also includes free car insurance!*

Unit 7 Lesson 2

Section 22

Listen to a conversation between Hasan and his friend, Zaid.

Zaid: *Hi, Hasan. I'm meeting Abdulla at 7.00 to watch the football game. Why don't you come with us?*

Hasan: *Hi, Zaid. Thanks. I'd love to but I'm afraid I can't. At 7.00 I'll be sitting in an English class, listening to my teacher!*

Zaid: *You'll be at school? I thought you had a job.*

Hasan: *I do. But I'm also studying at a special language school to improve my English. Classes start at 6.00, so people can take them even if they work. It suits me perfectly.*

Zaid: *But your English is really good now.*

Hasan: *Not good enough. The company I work for needs people whose English is fluent so that they can go on business trips to other countries. I'm going to work on my English a lot this year. I'd really like the opportunity to travel with my job.*

Zaid: *It must take up a lot of your time.*

Hasan: *It does. I spend four hours a week in class, and when I get home I have to do a lot of homework.*

Zaid: *I couldn't do that. When I get home from work I don't want to do anything. I just want to relax!*

Hasan: *I know. It's hard work and pretty tiring, but it's worth it if my English improves. I'll get a better job really quickly.*

Zaid: *Are the classes expensive?*

Hasan: *Well, yes. They cost 2 million Iraqi dinars. But the classes are fun. And speaking better English will help me when I'm on holiday in other countries, too. I'm actually quite enjoying studying again, too!*

Unit 7 Lesson 4

Section 23

Listen to Nisrin talking about her summer class. Tick the reasons she liked her class.

Nisrin: *I took a class in secretarial skills last summer, and I'm very glad I did. When I finished school in June, I just didn't know what I wanted to do. I thought I'd study history and become a teacher, but I wanted time to think about it. I decided to get a job, so I enrolled in the class on secretarial skills. I enjoyed it a lot because I learnt so many new things. I knew a little about computers when I started, but in the class I learnt about all sorts of new programs, and I learnt to type much faster. The classes were never boring. Our teacher was great and explained everything very clearly. She was also very kind and sometimes stayed after class if someone had more questions. We usually did!*

Another reason I liked the class is that we had very modern equipment, just like the equipment we would be using in our jobs. I liked the other students, too. The class was not too big, so we got to know each other quite well. Everybody was very motivated to learn, and we all helped each other. If one of us was going to be absent, she told the others so that we would make copies of the class notes for her. The best thing about the course is that it helped me find a job very quickly. I use all the skills I learnt on the course. Next, I think I'll study business. Until then, I have a job as a secretary that I enjoy very much.

Unit 7 Lesson 6

Section 24

Listen to five people talking about their learning experiences.

Announcer: *One*

Sara: *I work for a large company that buys crafts in many countries throughout the world. Then we sell these products all over Great Britain. I worked as a secretary at the company for many years. I liked my job at first, but then I decided I wanted to have more responsibility. I knew a lot about the company and the products we buy, but I couldn't get a better job because I couldn't speak any other languages. Our company does a lot of business with the*

Middle East, so I decided I was going to learn Arabic. I found a language school that offered Arabic classes in the evening, and I went there twice a week after work. It took a long time, but it was great fun and really interesting, and now I have a more exciting job. I travel to the Middle East once a month and meet the craftsmen. My job is to help decide what products we buy.

Announcer: *Two*

Ahmad: *I work for a company that makes and sells petroleum products. To make sure that our products are high-quality, we analyse them in our laboratory. When I started at the company, I was a laboratory technician and I helped the scientists by measuring the products and operating the machines. I was a good worker, so my employer said the company would give me on-the-job training. I learnt much more about laboratory procedures, and now I supervise a team of laboratory technicians.*

Announcer: *Three*

Chris: *Art was always my favourite class at school, but when I started my job at the bank I stopped drawing and painting. Then one day I had lunch with a friend who is a banker too. I found out he was going to a painting class that evening. I went with him to see what it was like, and I enjoyed it so much I enrolled immediately. Now I go to my painting class once a week, and I also paint at home at weekends. It's really relaxing and who knows, I might sell some of them one day!*

Announcer: *Four*

Layla: *When I left school, I had trouble finding a job. My father said I should take a class in web design, but I didn't really want to. I knew the classes started in the summer, and I wanted to go on holiday with my friends. And I didn't know a lot about computers. I was more interested in fashion, and I thought the classes would be boring. But in the end, my father convinced me and I enrolled. I learnt a lot and I was surprised how much I enjoyed the class. Now I maintain the website of a famous clothing company and I love my job.*

Announcer: *Five*

Sultan: *I worked for a removals company for a year. I liked the work, and I was very disappointed to learn the owner would be closing the company in the autumn, so I*

decided to start my own company. My friends didn't think it was a good idea. They said I would have to work harder than if I worked for somebody else. And they were right. It was very difficult at the beginning. I had to spend all the money I had saved on office equipment and a removals van. I couldn't afford to pay many employees, so I did most of the work myself. That meant I couldn't spend much time with my family and friends. And if there was a problem, it was my responsibility to fix it. I was tired and worried all the time. But it was worth it. My company is doing well now, and I am very proud of my work. I enjoy making all the decisions, and the best thing about running my own company is that I don't have to do what someone else tells me to do. I choose who I want to work with too, so I get along with everybody.

Unit 8 Lesson 2

Section 25

Listen to a description of how waste can be recycled. Complete the flow chart with words from the box.

The recycling process has several stages. First, the waste is sorted at home. The main types of waste are food waste, glass and glass products, paper and plastics. There are also some items (for example, batteries) that cannot normally be recycled. The waste is then placed in different bags, one for food waste, another for glass, another for paper, and so on. These bags are then placed outside the house, where they are collected by the refuse lorry and taken to the waste treatment plant. At the waste treatment plant, all waste is separated into different types. Then it is carefully checked, and any waste which cannot be recycled is removed. The waste is then cleaned in special machines. Finally, it is taken to different factories, where it is treated. Products like glass, plastic and paper can all be used again.

Unit 8 Lesson 4

Section 26

Listen and check your answers.

Park ranger:

I've been working as a park ranger for five years. I love this job because I love animals. I spend a lot of my working hours outdoors, collecting information about animals – where they are, what they are eating, if they are healthy. I also make sure that people respect the rules for protecting them. I don't allow hunters in the park, and remind visitors not to leave rubbish that can hurt the wildlife.

Health, safety and environment manager:

I work in a petrol refinery. I'm the health, safety and environment manager. Petrol is an important natural resource, but so are the air and water. There are lots of rules that we have to follow to make sure that our refinery doesn't damage the environment. I also make sure that the people at the refinery work in safe conditions. It's an important job, and I'm glad that I can help keep people safe.

Recycling coordinator:

As the recycling coordinator for my city, I make sure that everybody understands the importance of recycling. I give talks to school groups and send people brochures with recycling information, such as which products to put in the different coloured recycling bins. When people realize that recycling helps keep the Earth clean for future generations, they usually want to participate in the recycling programme. I like to feel I'm making a difference in the quality of our environment by helping people reduce the amount of rubbish we put in landfill sites or incinerate.

Water quality planner:

A water quality planner has an important job, because water is so important in our lives. We drink it, wash in it, cook with it and use it to help plants grow. That's why our water must be as clean as possible. I am in charge of a team that collects water samples and makes sure that the water is clean. If there is a problem with the water, I help identify the reason and look for solutions.

Wordlist

Vocabulary items marked with an asterisk (*) are non-testable

a good experience 3.8

a good record 4.6

a risky business* 6.10

accommodation 3.7

account 6.1

achieve 5.3

admit (on a course) 7.1

advice 3.7

advise 6.3

alerted* 2.6

allergies 3.7

ambitious 4.6

ankle 1.1

annoyed with 3.5

annual 3.10

anything to declare? 5.1

application 3.2

appropriately* 7.10

approve 6.3

approve of 3.3

architecture 3.1

arrest 2.2

astounded* 7.10

ATM 6.1

atmosphere 5.6

attract (customers) 6.3

baggage 2.3

balance 6.1

bank card 6.1

bank online 6.6

bank statement 6.1

be sick 1.1

bill (pay a ~) 6.7

blood 1.1

blood pressure 1.5

board (v) 5.6

boarding card 5.1

body language* 7.10

booth* 3.10

boredom 5.6

bounce back* 2.10

brakes 2.8

branch 2.5

branch (bank ~) 6.3

break even* 6.10

breathe 1.1

brochure 5.4

buried 8.2

campaigns 1.7

cancel 6.4

cannot bear* 5.10

canteen 3.7

car hire 5.1

cash 6.1

catalogue* 7.10

charge (a fee) 6.2

charity 7.5

charm 4.7

chase 3.6

chat 7.7

cheated 5.2

checkups 1.5

cheque 6.1

cheque book 6.2

civilian 2.5

coach (v) 4.6

commit a crime 2.2

communication 3.2

compete 4.1

competitive salary 4.6

compound 5.1

concentrate 8.1

conference 7.1

connection (Internet ~) 7.7

conserving* 3.2

considerable 4.6

considerably 5.3

considering 5.3

consist of 5.6

continuing education* 7.3

convenient 6.8

convey the sense* 3.10

convince 6.3

corn* 8.3

cosmetics 4.1

cover the major points* 4.1

crafts 7.6

create a good/bad impression* 3.5

creative 4.7

credit card 6.1

credit limit 6.4

crime scene 2.1

currency 6.5

current (account) 6.2

declare 2.3

deforestation* 8.1

demineralization* 8.1

deny 5.10

deoxygenation* 8.1

deposit (n, v) 6.1

details 3.7

detect 2.10

diabetes 1.10

diabetic 1.7

dietary 3.7

disappear 3.3

disappoint 6.3

disastrous* 8.1

disconnect 3.3

discourage 3.3

dislike 3.3

disobey 3.3

display 5.6

displease* 3.3

dispose of 2.3

distrust 3.3

dizzy 1.1

dolphin 1.3

down payment* 6.6

duration* 3.7

duty 3.1

ecosystem* 8.7

efficient 7.1

enforce 8.4

engineering 3.1

enhance 7.1

enrol 7.1

ensure* 5.10

entertainment 5.6

equivalent 4.6

essential 2.7

eventually 5.10

exceptionally 5.6

excessive* 1.5

exchange rate 6.5

excursion 5.3

expert 6.3

expired 6.4

export (v) 4.1

extend 5.3

faint 1.1

fed up with 3.3

fee 6.2

financially minded* 6.10

fine art 3.1

fingerprint 2.1

first aid 1.3

fit 3.6

five-star hotel 5.1

fixed sum* 6.10

flavour (get a
flavour of) 5.4

follow the law 2.2

footprint 2.1

found (a civilization)* 8.7

fracture 1.1

furthermore 1.7

futuristic* 3.4

geology 3.2

give up 1.4

gorge* 8.7

graphic design 7.3

grind 8.3

handbag 6.4

headphones 3.10

health club* 4.2

heart attack 5.10

hostel 3.7

hydroelectric* 8.7

ice-skating 1.2

ideal 5.7

identify 2.10

impolite 1.4

in plaster 1.2

in demand 3.10

in the ignition 2.8

in the long run* 5.4

income 4.2

inconvenient* 6.7

indefinitely* 5.10

independence 3.8

inefficient 1.4

information technology 3.1

inhabited 5.7

install 2.5

instalments 6.6

insurance 6.6

intensive 7.2

interest 6.2

interfere with* 8.3

invention 3.2

investigate 2.2

investment 6.6

involve 3.2

job offer* 7.10

job prospect 7.2

jobseeker* 7.3

join 2.5

joints 1.1

keep in touch 4.1

knowledgeable 6.3

landfill 8.4

landscape 8.3

last but not least* 1.7

law enforcement 2.10

level 3.7

librarian 7.5

license plate 2.10

limit 8.1

live up to my expectations* 5.3

loan 6.1

locations 3.7

lock 2.6

logging* 8.1

lose consciousness 1.10

luxurious 5.2

maintain 2.5

maintain (a minimum balance)* 6.2

major players* 6.10

majority 5.10

make eye contact* 3.5

management 7.5

mandatory* 7.2

marshland* 8.7

medical 7.5

metal detector 2.1

migrate* 8.7

mint 5.6

misspelt 6.7

modernize 4.2

motivate 4.6

movie director 3.6

navigation* 8.7

nervous 3.6

nowadays* 1.6

occupation 3.2

occur 2.6

octopus* 5.6

officer 2.5

offspring 5.10

on the move* 5.10

open (an account) 6.2

operate 5.7

opt for 3.7

out of a job* 3.10

overdraft facilities 6.2

overlook* 5.6

owner 6.6

package deal 5.1

packed lunch 5.1

paramedics 1.10

park ranger 8.4

password 6.7

pay (interest) 6.2

pay back 6.6

pension plan* 6.10

permit (v) 3.7

personal 5.10

personal trainer* 4.6

personality 4.4

phenomenon* 8.5

physical 5.10

physical education* 4.2

pickpocket* 2.2

PIN 6.1

placement test* 7.2

please find enclosed* 6.7

plentiful* 8.1

plenty of 1.5

potentially* 8.1

prior knowledge* 7.4

profession 3.6

property 2.6

punctual 4.3

purification* 3.2

put aside* 6.10

puzzled 1.10

qualifications 3.2

radar speed gun 2.1

rate (interest ~) 6.2

realize a profit* 6.10

recall 5.10

regain consciousness 1.10

regional* 5.6

register (for a course) 7.1

regular savers* 6.10

regulations 8.4

relationships 5.10

relaxed 4.4

removals* 7.6

renewable 8.1

replace 8.1

rescue 3.6

research 5.4

reservoir* 8.7

responsibility 6.3

revised estimate* 4.1

robbed 2.6

routine 5.10

ruin* 8.7

satisfying 6.3

savings (account) 6.2

scared of heights* 3.3

scary 3.4

scientific research 3.1

screens 3.10

seafront 5.1

security camera 2.1

self-catering apartment 5.1

self-disciplined 7.3

self-service 5.6

sentimental value* 2.7

separate 8.2

set in* 5.6

sewing* 7.10

shark 1.3

shift (work~) 7.5

shoulder 1.1

sightseeing 5.1

sign a contract 4.1

situated 5.7

ski resort 5.1

slang 4.1

sneeze 1.1

solid 2.7

solo 3.4

speciality 5.6

spectacular 5.6

spoil 8.3

spreadsheet 7.3

state (v) 4.6

stressful 3.1

stroke* 5.10

sufficient* 5.10

suit (v) 3.7

supervise 2.5

support 7.5

surgeon 4.4

surroundings 5.7

swallow 1.1

swollen 1.1

tailored to* 3.7

take up 1.4

terms and conditions* 4.6

the aviation industry 3.1

the environment 3.1

the media 3.1

thoroughly 5.3

throughout 5.7

tip (v) 6.5

title 3.7

to no avail* 1.10

train as 3.3

transaction 6.1

transfer 5.6

travel agency 5.1

traveller's cheques 6.5

treatment 1.1

trekking* 5.10

trip over 3.5

try on 1.4

turbine 8.3

two-storey 5.6

unattended 2.3

unbelievably 5.2

under pressure* 3.10

unfair 1.4

unfortunate 1.4

unhealthy 1.4

unpleasant 1.4

unusual 1.4

upset 3.3

vacancy 4.6

valid 6.4

valuables* 2.8

value 6.6

variety 5.6

venue 7.4

vital* 5.10

wards 1.10

web design 7.3

well-paid 3.1

wisely 8.1

withdrawal 6.1

witness (n) 2.2

workaholic* 5.10

worth it 3.8

wouldn't hesitate to
recommend* 5.3

wrist 1.1

Published by
Garnet Publishing Ltd.
8 Southern Court, South Street,
Reading RG1 4QS, UK

Photography
Clipart.com; Corbis: Tony Arruza, Digital Art, Peter Beck, Ashley Cooper, Reuters, Sukree Sukplang, Tim Tadder; Getty Images: AFP/Staff, altrendo images, Blend Images, Douglas McFadd/Stringer; The University of Chicago Library; istockphoto.com; shutterstock.com; The World Health Organisation

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IRQ13 SB 6thP

The Ministry of Education would like to thank the following specialists for their invaluable advice, expertise and hard work in support of the Editorial and Adaptation Committee during the course of the project:

Sajeda Naser Khudair – Senior Education Specialist
Faten Fakhri Khalaf – Primary Education Supervisor
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Components of *English for Iraq, 6th Preparatory*

- Student's Book
- Activity Book
- Teacher's Book
- Audio

The Student's Book presents new language and provides opportunities to practise English using a wide variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world. The Student's Book also includes a Grammar and Functions Reference section, giving detailed explanations and examples of the language points covered in the course, and a Literature Focus.

The Activity Book contains stimulating activities to consolidate vocabulary and grammar, develop phonic awareness and practise the four skills. The students have the opportunity to personalize the language presented in the Student's Book, take part in communicative speaking activities and carry out structured writing tasks. The Activity Book also has end-of-unit tests that can be used to monitor the students' progress.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Photocopiable role-play activities are included to help develop spoken fluency. Appendices at the end of the book provide an essential reference for the teacher.

The Audio extracts comprise recordings of all the listening texts, exercises, tests and phonic work in the Student's Book and Activity Book.

TKG002689

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